JROTC and Military Training

Effective November 2021
Rule 6A-1.09412, F.A.C.
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| SS.912.C.2.6: | Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. |
| SS.912.C.2.15: | Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. |
| SS.912.C.3.14: | Examine constitutional powers (expressed, implied, concurrent, reserved). |
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| **HE.912.C.1.1:** | Clariﬁcations: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety. |
| **HE.912.C.1.3:** | Clariﬁcations: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions. |
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| **HE.912.C.2.2:** | Clariﬁcations: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner; students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts. |
| **HE.912.C.2.5:** | Clariﬁcations: Compares brand-name/store-brand items in home, analyzes television viewing habits, identiﬁes effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence. |
| **LAFS.1112.RST.2.4:** | Determine the meaning of symbols, key terms, and other domain-speciﬁc words and phrases as they are used in a speciﬁc scientiﬁc or technical context relevant to grades 11–12 texts and topics. |
| **LAFS.1112.RST.3.7:** | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| **LAFS.910.L.3.4:** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing ﬂexibly from a range of strategies. |
| **LAFS.910.R.2.4:** | Determine the meaning of words and phrases as they are used in a text, including ﬁgurative, connotative, and technical meanings; analyze the cumulative impact of speciﬁc word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| **LAFS.910.W.2.6:** | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information ﬂexibly and dynamically. |
| **MAFS.912.S-ID.1.2:** | Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points. |
| **MAFS.912.S-MD.2.7:** | Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). |
| **ELD.K12.ELL.SL.1:** | English language learners communicate for social and instructional purposes within the school setting. |
GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the Air Force Junior Reserve Officer Training Corps (AFJROTC), individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

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

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

Additional Benchmarks Related to Career and Technical Education:
(Aerospace Technologies Program):

18.0 Demonstrate an understanding of the history and development of aviation and space transportation.
18.01 Describe early attempts at flight prior to the Wright Brothers flight in 1902.
18.02 Outline the early attempts at heavier than air powered flight.
18.03 Describe the affect of air power on the outcome of world conflict.
18.05 Outline the beginnings of commercial aviation.
18.06 Identify the early research centers for aeronautics in the United States.

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

GENERAL INFORMATION

Course Number: 1800300
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC >
Abbreviated Title: AF AERO SCI 1
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Course Length: Year (Y)
Course Level: 2

Educator Certifications

| Junior Reserve Officer Training Corps (JROTC) (Career & Technical) |
| Science (Secondary Grades 7-12) |
| Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate) |
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**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clariﬁcations:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and problem solve.
  - Recognize students’ effort when solving challenging problems.

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

**Clariﬁcations:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

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

**Clariﬁcations:**
- Teachers who encourage students to complete tasks with mathematical ﬂuency:
  - Provide students with the ﬂexibility to solve problems by selecting a procedure that allows them to solve efﬁciently and accurately.
  - Offer multiple opportunities for students to practice efﬁcient and generalizable methods.
  - Provide opportunities for students to reﬂect on the method they used and determine if a more efﬁcient method could have been used.

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

**Clariﬁcations:**
- Teachers who encourage students to engage in discussions that reﬂect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efﬁcient methods.
  - Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts:**
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.
Clariﬁcations:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• Have students estimate or predict solutions prior to solving.
• Prompt students to continually ask, “Does this solution make sense? How do you know?”
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students’ ability to verify solutions through justiﬁcations.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efﬁciency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

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

Read and comprehend grade-level complex texts proﬁciently.

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

Make inferences to support comprehension.

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

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

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, reﬁning and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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

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

Use appropriate voice and tone when speaking or writing.
**ELA.K12.EE.6.1:** Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**HE.912.B.6.4:** Formulate an effective long-term personal health plan.

**Clarifications:** Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

**Predict how healthy behaviors can affect health status.**

**HE.912.C.1.1:** Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

**HE.912.C.1.3:** Evaluate how environment and personal health are interrelated.

**Clarifications:** Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

**HE.912.C.1.4:** Propose strategies to reduce or prevent injuries and health problems.

**Clarifications:** Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

**HE.912.C.2.2:** Compare how peers influence healthy and unhealthy behaviors.

**Clarifications:** Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

**HE.912.C.2.5:** Evaluate the effect of media on personal and family health.

**Clarifications:** Comparing brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

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**General Course Information and Notes**

**GENERAL NOTES**

The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the Air Force Junior Reserve Officer Training Corps (AFJROTC), individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

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5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Additional Benchmarks Related to Career and Technical Education:**

(Aerospace Technologies Program):

**18.0 Demonstrate an understanding of the history and development of aviation and space transportation.**

18.01 Describe early attempts at flight prior to the Wright Brothers flight in 1902.
18.02 Outline the early attempts at heavier than air powered flight.
18.03 Describe the affect of air power on the outcome of world conflict.
18.05 Outline the beginnings of commercial aviation.
18.06 Identify the early research centers for aeronautics in the United States.

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

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

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https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
**Educator Certifications**

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>Science (Secondary Grades 7-12)</td>
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<td>Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)</td>
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</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Clarifications</th>
</tr>
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<tbody>
<tr>
<td>SS.912.A.2.1</td>
<td>Review causes and consequences of the Civil War.</td>
<td>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.2.2</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.4.5</td>
<td>Examine causes, course, and consequences of United States involvement in World War I.</td>
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<td>SS.912.A.4.7</td>
<td>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</td>
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<td>Examine causes, course, and consequences of World War II on the United States and the world.</td>
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<td>Explain the impact of World War II on domestic government policy.</td>
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Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States. 
- Students will evaluate how the documents are connected to one another. 
- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution. 
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

SS.912.CG.1.5:

Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

- Students will explain how the structure and function of the U.S. government reflects these political principles. 
- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both. 
- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).

SS.912.CG.3.2:

Explain the importance of political and civic participation to the success of the United States' constitutional republic.

- Students will discuss various ways in which U.S. citizens can exercise political and civic participation. 
- Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement). 
- Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).

SS.912.CG.2.8:

Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.

- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. 
- Students will identify historical examples of interest groups, media and individuals influencing public policy. 
- Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

SS.912.CG.3.6:

Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.

- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship). 
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution. 
- Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers. 
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws). 
- Students will explain how reserved powers define issues as matters for the people or the state governments. 
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States' federalism.

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

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

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

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

Demonstrate understanding by representing problems in multiple ways:

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

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

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

Complete tasks with mathematical fluency:

Mathematicians who complete tasks with mathematical fluency:

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
Engage in discussions that reflect on the mathematical thinking of self and others.

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

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

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

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

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

Assess the reasonableness of solutions.

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

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

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

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

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

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

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.  

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
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| **Clarifications:** | Read and comprehend grade-level complex texts proficiently.  
| **See Text Complexity for grade-level complexity bands and a text complexity rubric.** |  

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<tr>
<th>ELA.K12.EE.3.1:</th>
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| **Clarifications:** | Make inferences to support comprehension.  
| **Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.** |  

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<th>ELA.K12.EE.3.3:</th>
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| **Clarifications:** | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  
| **In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.** |  

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| **Clarifications:** | Use the accepted rules governing a specific format to create quality work.  
| **Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.** |  

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| **Clarifications:** | Use appropriate voice and tone when speaking or writing.  
| **In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.** |  

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<th>ELA.K12.EE.6.1:</th>
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| **Clarifications:** | Formulate an effective long-term personal health plan.  
| **Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.** |  

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<th>HE.912.B.6.4:</th>
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| **Clarifications:** | Predict how healthy behaviors can affect health status.  
| **Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.** |  

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<th>HE.912.C.1.1:</th>
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| **Clarifications:** | Evaluate how environment and personal health are interrelated.  
| **Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.** |  

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<th>HE.912.C.1.3:</th>
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| **Clarifications:** | Propose strategies to reduce or prevent injuries and health problems.  
| **Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.** |  

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<th>HE.912.C.2.2:</th>
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| **Clarifications:** | Compare how peers influence healthy and unhealthy behaviors.  
| **Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students’ recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.** |  

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| **Clarifications:** | Evaluate the effect of media on personal and family health.  
| **Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.** |  

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<th>ELD.K12.ELL.SI.1:</th>
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| **Clarifications:** | English language learners communicate for social and instructional purposes within the school setting.  
| **Instructional Practices:** |  

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**General Course Information and Notes**

**GENERAL NOTES**

The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the Air Force Junior Reserve Officer Training Corps (AFJROTC), individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

**Special Notes:**

**Instructional Practices:**

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page 13 of 280
Teaching with a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

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

Additional Benchmarks Related to Career and Technical Education:

(Aerospace Technologies Program):

18.0 Demonstrate an understanding of the history and development of aviation and space transportation.
18.01 Describe early attempts at flight prior to the Wright Brothers flight in 1902.
18.02 Outline the early attempts at heavier than air powered flight.
18.03 Describe the affect of air power on the outcome of world conflict.
18.04 Outline the beginnings of commercial aviation.
18.06 Identify the early research centers for aeronautics in the United States.

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GENERAL INFORMATION

Course Number: 1800300
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC >
Abbreviated Title: AF AERO SCI 1
Course Length: Year (Y)
Course Level: 2
Grade Level(s): 9, 10, 11, 12

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| Junior Reserve Officer Training Corps (JROTC) (Career & Technical) |
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<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
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<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
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<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
</tr>
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<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
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<td>SS.912.C.2.15:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
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<td>SS.912.C.3.14:</td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
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<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
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<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SC.912.E.7.3:</td>
<td>Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.</td>
</tr>
<tr>
<td>SC.912.E.7.4:</td>
<td>Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.</td>
</tr>
<tr>
<td>SC.912.E.7.7:</td>
<td>Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.</td>
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<td>SC.912.L.1.4.6:</td>
<td>Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.</td>
</tr>
<tr>
<td>SC.912.P.12.2:</td>
<td>Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.</td>
</tr>
<tr>
<td>SC.912.P.12.3:</td>
<td>Interpret and apply Newton's three laws of motion.</td>
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<td>SC.912.P.12.4:</td>
<td>Describe how the gravitational force between two objects depends on their masses and the distance between them.</td>
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Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Formulate an effective long-term personal health plan.

He.912.b.6.4: Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

Predict how healthy behaviors can affect health status.

He.912.c.1.1: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

Compare how peers influence healthy and unhealthy behaviors.

He.912.c.2.2: Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

Evaluate the effect of media on personal and family health.

He.912.c.2.5: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

English language learners communicate for social and instructional purposes within the school setting.

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

General Course Information and Notes

General Notes

The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):
19.0 Describe the aviation/aerospace environment.
   19.01 Identify atmospheric regions and elements.
   19.03 Describe and identify the elements of the atmosphere in motion.
   19.04 Explain the role weather forecasting has as it relates to Aerospace Technologies.
   19.09 Describe the physical properties of interplanetary space including the structure, formation, forces, and bodies.

20.0 Describe and demonstrate an understanding of the principles of flight.
   20.01 Define terminology associated with flight and flight principles.
   20.02 Identify the structural components of aircraft.
   20.06 Develop and construct models to test flight characteristics of powered aircraft.

26.0 Describe and demonstrate principles of navigation.
   26.01 Describe navigation principles as they relate to aeronautical travel.
   26.02 Demonstrate an ability to read and use an aeronautical navigational chart.
   26.03 Examine navigational technologies and systems as they relate to aeronautical systems.

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

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**GENERAL INFORMATION**

**Course Number:** 1800310

**Course Path:** Course Path: Section: Grades PreK to 12 Education
Courses: > Grade Group: Grades 9 to 12 and Adult
Education Courses: > Subject: JROTC and Military
Training: > SubSubject: Air Force Jr ROTC

**Abbreviated Title:** AF AERO SCI 2

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

**Course Type:** Elective Course

**Course Status:** Course Approved

**Course Length:** Year (Y)

**Course Level:** 2

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

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**Educator Certifications**

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Science (Secondary Grades 7-12)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
<table>
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<th>Name</th>
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<td>SS.912.A.3.2:</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assesments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.3.3:</td>
<td>Compare the first and second Industrial Revolutions in the United States. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.</td>
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<td>SS.912.A.3.4:</td>
<td>Examine causes, course, and consequences of United States involvement in World War I. <strong>Clarifications:</strong> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.6.1:</td>
<td>Examine causes, course, and consequences of World War II on the United States and the world. <strong>Clarifications:</strong> Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.6.5:</td>
<td>Explain the impact of World War II on domestic government policy. <strong>Clarifications:</strong> Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
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<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
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<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
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<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
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<td>SS.912.C.2.15:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
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<td>SS.912.C.3.14:</td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
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<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
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<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Mathematics who participate in effortful learning both individually and with others: • Analyze the problem in a way that makes sense given the task. • Ask questions that will help with solving the task. • Build perseverance by modifying methods as needed while solving a challenging task. • Stay engaged and maintain a positive mindset when working to solve tasks. • Help and support each other when attempting a new method or approach. <strong>Clarifications:</strong> Teachers who encourage students to participate actively in effortful learning both individually and with others: • Cultivate a community of growth mindset learners.</td>
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• Foster perseverance in students by choosing tasks that are challenging.
• Develop students’ ability to analyze and problem solve.
• Recognize students’ effort when solving challenging problems.

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

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
• Help students make connections between concepts and representations.
• Provide opportunities for students to use manipulatives when investigating concepts.
• Guide students from concrete to pictorial to abstract representations as understanding progresses.
• Show students that various representations can have different purposes and can be useful in different situations.

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

Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
• Offer multiple opportunities for students to practice efficient and generalizable methods.
• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
• Communicate mathematical ideas, vocabulary and methods effectively.
• Analyze the mathematical thinking of others.
• Compare the efficiency of a method to those expressed by others.
• Recognize errors and suggest how to correctly solve the task.
• Justify results by explaining methods and processes.
• Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
• Create opportunities for students to discuss their thinking with peers.
• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
• Develop students’ ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
• Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

Clarifications:
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
**SC.912.P.12.4:**
Describe how the gravitational force between two objects depends on their masses and the distance between them.

**Clarifications:**
- **MA.K12.MTR.7.1:**
  - Teachers who encourage students to apply mathematics to real-world contexts:
    - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
    - Challenge students to question the accuracy of their models and methods.
    - Support students as they validate conclusions by comparing them to the given situation.
    - Indicate how various concepts can be applied to other disciplines.

**MA.K12.MTR.7.1:**
Clarifications:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**ELA.K12.EE.1.1:**
Read and comprehend grade-level complex texts proficiently.

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

**ELA.K12.EE.2.1:**
Claireen the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

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

**ELA.K12.EE.3.1:**
Make inferences to support comprehension.

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

**ELA.K12.EE.4.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.

**ELA.K12.EE.5.1:**
Use the accepted rules governing a specific format to create quality work.

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

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

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

**HE.912.B.6.4:**
Formulate an effective long-term personal health plan.

**Clarifications:**
- Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

Predict how healthy behaviors can affect health status.
Clarifications:
Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

Clarifications:
Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

Clarifications:
Comparing brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):

19.0 Describe the aviation/aerospace environment.
   19.01 Identify atmospheric regions and elements.
   19.02 Describe and identify the elements of the atmosphere in motion.
   19.04 Explain the role weather forecasting has as it relates to Aerospace Technologies.
   19.09 Describe the physical properties of interplanetary space including the structure, formation, forces, and bodies.

20.0 Describe and demonstrate an understanding of the principles of flight.
   20.01 Define terminology associated with flight and flight principles.
   20.02 Identify the structural components of aircraft.
   20.06 Develop and construct models to test flight characteristics of powered aircraft.

26.0 Describe and demonstrate principles of navigation.
   26.01 Describe navigation principles as they relate to aeronautical travel.
   26.02 Demonstrate an ability to read and use an aeronautical navigational chart.
   26.03 Examine navigational technologies and systems as they relate to aeronautical systems.

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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GENERAL INFORMATION
Educator Certifications

| Junior Reserve Officer Training Corps (JROTC) (Career & Technical) |
| Science (Secondary Grades 7-12) |
| Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate) |
Course Standards

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<td>SS.912.A.4.5:</td>
<td>Examine causes, course, and consequences of United States involvement in World War I. <strong>Clarifications:</strong> Examples may include, but are not limited to, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), militarism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>Examine causes, course, and consequences of World War II on the United States and the world. <strong>Clarifications:</strong> Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.CG.1.4:</td>
<td>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic. Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States. Students will evaluate how the documents are connected to one another. Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution. Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.CG.1.5:</td>
<td>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers. Students will explain how the structure and function of the U.S. government reflects these political principles. Students will differentiate between republicanism and democracy, and discuss how the United States reflects both. Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College). This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.CG.2.2:</td>
<td>Explain the importance of political and civic participation to the success of the United States' constitutional republic. Students will discuss various ways in which U.S. citizens can exercise political and civic participation. Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement). Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting). This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.CG.2.8:</td>
<td>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy. Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. Students will identify historical examples of interest groups, media and individuals influencing public policy. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

SS.912.CG.3.2:  Explain how the U.S. Constitution safeguards and limits individual rights.

SS.912.CG.3.3:  Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.

SS.912.CG.3.6:  Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

• Students will compare the roles of expressed, implied, concurrent and reserved powers in the U.S. Constitution.

• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).

• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.

• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.

• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).

• Students will explain how reserved powers define issues as matters for the people or the state governments.

• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.

SS.912.G.1.3:  Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4:  Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Clarifications:

Examples are thematic, contour, and dot-density.

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

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

Clarifications:

Mathematicians who complete tasks with mathematical fluency:

- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Provide multiple opportunities for students to practice efficient and generalizable methods.
- Show students that various representations can have different purposes and can be useful in different situations.
- Help and support each other when attempting a new method or approach.
- Clarifications:

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

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

Clarifications:

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

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

Clarifications:

Teachers who encourage students to complete tasks with mathematical fluency:

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

Clarifications:

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

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

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

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

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

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

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

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

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

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

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

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

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

**References:**

- SC.912.E.7.3: Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.
- SC.912.E.7.4: Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.
- SC.912.E.7.7: Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.
- SC.912.L.14.6: Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.
- SC.912.P.12.2: Analyze the motion of an object in terms of its position, velocity, and acceleration (with respect to a frame of reference) as functions of time.
- SC.912.P.12.3: Interpret and apply Newton’s three laws of motion.
- SC.912.P.12.4: Describe how the gravitational force between two objects depends on their masses and the distance between them.

**Clarifications:**

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

**References:**

- ELA.K12.EE.1.1: Read and comprehend grade-level complex texts proficiently.
- ELA.K12.EE.2.1: Make inferences to support comprehension.

**Clarifications:**

- See Text Complexity for grade-level complexity bands and a text complexity rubric.
General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education
(Aerospace Technologies Program):

19.0 Describe the aviation/aerospace environment.
19.01 Identify atmospheric regions and elements.
19.03 Describe and identify the elements of the atmosphere in motion.
19.04 Explain the role weather forecasting has as it relates to Aerospace Technologies.
19.09 Describe the physical properties of interplanetary space including the structure, formation, forces, and bodies.
20.0 Describe and demonstrate an understanding of the principles of flight.
20.01 Define terminology associated with flight and flight principles.
20.02 Identify the structural components of aircraft.
20.06 Develop and construct models to test flight characteristics of powered aircraft.

26.0 Describe and demonstrate principles of navigation.
26.01 Describe navigation principles as they relate to aeronautical travel.
26.02 Demonstrate an ability to read and use an aeronautical navigational chart.
26.03 Examine navigational technologies and systems as they relate to aeronautical systems.

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

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

GENERAL INFORMATION

Course Number: 1800310
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC
Abbreviated Title: AF AERO SCI 2
Course Length: Year (Y)
Course Level: 2

Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC.912.E.5.2</td>
<td>Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.</td>
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<tr>
<td>SC.912.E.5.4</td>
<td>Explain the physical properties of the Sun and its dynamic nature and connect them to conditions and events on Earth.</td>
</tr>
<tr>
<td>SC.912.E.5.6</td>
<td>Develop logical connections through physical principles, including Kepler's and Newton's Laws about the relationships and the effects of Earth, Moon, and Sun on each other.</td>
</tr>
<tr>
<td>SC.912.E.5.11</td>
<td>Distinguish the various methods of measuring astronomical distances and apply each in appropriate situations.</td>
</tr>
<tr>
<td>SC.912.E.7.3</td>
<td>Differentiate and describe the various interactions among Earth systems, including: atmosphere, hydrosphere, cryosphere, geosphere, and biosphere.</td>
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<tr>
<td>SC.912.L.15.6</td>
<td>Discuss distinguishing characteristics of the domains and kingdoms of living organisms.</td>
</tr>
<tr>
<td>SC.912.N.4.2</td>
<td>Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.</td>
</tr>
<tr>
<td>SC.912.P.10.1</td>
<td>Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.</td>
</tr>
<tr>
<td>SC.912.P.10.16</td>
<td>Explain the relationship between moving charges and magnetic fields, as well as changing magnetic fields and electric fields, and their application to modern technologies.</td>
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<tr>
<td>SC.912.P.12.4</td>
<td>Describe how the gravitational force between two objects depends on their masses and the distance between them.</td>
</tr>
<tr>
<td>SC.912.P.12.5</td>
<td>Apply the law of conservation of linear momentum to interactions, such as collisions between objects.</td>
</tr>
<tr>
<td>LAFS.1112.RST.2.4</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11−12 texts and topics.</td>
</tr>
<tr>
<td>LAFS.1112.RST.3.7</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>LAFS.910.L.3.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>LAFS.910.L.3.4.a</td>
<td>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>LAFS.910.L.3.4.b</td>
<td>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</td>
</tr>
<tr>
<td>LAFS.910.L.3.4.c</td>
<td>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or etymology of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</td>
</tr>
<tr>
<td>LAFS.910.L.3.4.d</td>
<td>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
</tr>
<tr>
<td>LAFS.910.RL.2.4</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>LAFS.910.RL.2.4.a</td>
<td>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to add to the thoughtful, well-reasoned exchange of ideas.</td>
</tr>
<tr>
<td>LAFS.910.RL.2.4.b</td>
<td>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
</tr>
<tr>
<td>LAFS.910.RL.2.4.c</td>
<td>Propose and respond to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion and clarify, verify, or challenge ideas and conclusions.</td>
</tr>
<tr>
<td>LAFS.910.RL.2.4.d</td>
<td>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
</tr>
<tr>
<td>LAFS.910.W.2.6</td>
<td>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</td>
</tr>
<tr>
<td>SS.912.E.2.7</td>
<td>Identify the impact of inflation on society.</td>
</tr>
</tbody>
</table>

### Clarifications

**SS.912.E.2.7:**
- Assess the economic impact of negative and positive externalities on the local, state, and national environment.

**SS.912.E.2.11:**
- **Examples:**
  - Negative: pollution, global warming.
  - Positive: pure water, better air quality.

**SS.912.E.3.1:**
- **Clarifications:**
  - **Examples:** oil prices, 1973 oil crisis, Great Depression, World War II.

**SS.912.E.3.4:**
- **Clarifications:**
  - **Examples:** negative: pollution, global warming.
  - Positive: pure water, better air quality.

**SS.912.E.3.5:**
- Compare the current United States economy with other developed and developing nations.
### General Course Information and Notes

**GENERAL NOTES**

The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for post-secondary education or employment and career opportunities, including financial planning. Students polish skills in marching and conducting military ceremonies.

**Instructional Practices:**

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

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

Additional Benchmarks Related to Career and Technical Education

**Aerospace Technologies Program:**

<table>
<thead>
<tr>
<th>18.0</th>
<th>Demonstrate an understanding of the history and development of aviation and space transportation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.08</td>
<td>Outline the development of space exploration.</td>
</tr>
<tr>
<td>18.09</td>
<td>Describe the role of NACA and NASA in the development of aeronautics and space exploration.</td>
</tr>
<tr>
<td>18.10</td>
<td>Prepare a forecast of aerospace developments, and interplanetary space travel.</td>
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<tr>
<th>19.0</th>
<th>Describe the aviation/aerospace environment.</th>
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<tr>
<td>19.06</td>
<td>Utilize astronomical principles, and technology to study the solar systems.</td>
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<td>19.08</td>
<td>Define interplanetary space.</td>
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<td>19.10</td>
<td>Describe interstellar and intergalactic space.</td>
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<tr>
<th>27.0</th>
<th>Explore the role of civilian spacecraft in the exploration and colonization of space.</th>
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<td>27.03</td>
<td>Participate in the development of a study for a model of manned interplanetary space travel.</td>
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<td>27.03</td>
<td>Develop a plan for flight crew training for a manned space flight.</td>
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<td>27.05</td>
<td>Develop plans, models, and a visual presentation of a manned space flight to a distant planet in the solar system.</td>
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**English Language Development ELD Standards Special Notes Section:**

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https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
GENERAL INFORMATION

Course Number: 1800320

Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC
Abbreviated Title: AF AERO SCI 3
Course Length: Year (Y)
Course Level: 2

Educator Certifications

<p>| Junior Reserve Officer Training Corps (JROTC) (Career &amp; Technical) |
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**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and understand solutions.
  - Recognize students’ effort when solving challenging problems.

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

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

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

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
**MA.K12.MTR.4.1:**
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:**
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

**MA.K12.MTR.6.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**MA.K12.MTR.7.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

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

**ELA.K12.EE.1.1:**
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.2.1:**
Read and comprehend grade-level complex texts proficiently.

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

**ELA.K12.EE.3.1:**
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
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</table>
| ELA.K12.EE.4.1 | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  
**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |
| ELA.K12.EE.5.1 | Use the accepted rules governing a specific format to create quality work.  
**Clarifications:**  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing.  
**Clarifications:**  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. |
| SS.912.E.7 | Identify the impact of inflation on society.  
**Clarifications:**  
Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality. |
| SS.912.E.11 | Assess the economic impact of negative and positive externalities on the local, state, and national environment.  
**Clarifications:**  
Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality. |
| SS.912.E.3.1 | Demonstrate the impact of inflation on world economies.  
**Clarifications:**  
Examples are oil prices, 1973 oil crisis, Great Depression, World War II. |
| SS.912.E.3.4 | Assess the economic impact of negative and positive externalities on the international environment.  
**Clarifications:**  
Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality. |
| SS.912.E.3.5 | Compare the current United States economy with other developed and developing nations.  
**Clarifications:**  
Examples are standard of living, exchange rates, productivity, gross domestic product. |
| HE.912.B.5.1 | Determine the value of applying a thoughtful decision-making process in health-related situations.  
**Clarifications:**  
Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options. |
| HE.912.B.6.4 | Formulate an effective long-term personal health plan.  
**Clarifications:**  
Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health. |
| HE.912.C.2.2 | Compare how peers influence healthy and unhealthy behaviors.  
**Clarifications:**  
Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students’ recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts. |
| HE.912.C.2.5 | Evaluate the effect of media on personal and family health.  
**Clarifications:**  
Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence. |
| ELD.K12.ELL.SL.1 | English language learners communicate for social and instructional purposes within the school setting. |

**General Course Information and Notes**

**GENERAL NOTES**

The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for post secondary education or employment and career opportunities, including financial planning. Students polish skills in marching and conducting military ceremonies.

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

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

Additional Benchmarks Related to Career and Technical Education
(Aerospace Technologies Program):

18.0 Demonstrate an understanding of the history and development of aviation and space transportation.
18.08 Outline the development of space exploration.
18.09 Describe the role of NACA and NASA in the development of aeronautics and space exploration.
18.10 Prepare a forecast of aerospace developments, and interplanetary space travel.

19.0 Describe the aviation/aerospace environment.
19.06 Utilize astronomical principles, and technology to study the solar systems.
19.08 Define interplanetary space.
19.10 Describe interstellar and intergalactic space.

27.0 Explore the role of civilian spacecraft in the exploration and colonization of space.
27.01 Participate in the development of a study for a model of manned interplanetary space travel.
27.03 Develop a plan for flight crew training for a manned space flight.
27.05 Develop plans, models, and a visual presentation of a manned space flight to a distant planet in the solar system.

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

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
### Course Standards

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>SS.912.G.1.1:</td>
<td>Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.</td>
</tr>
<tr>
<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
<tr>
<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>SS.912.G.4.2:</td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
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<td>SS.912.G.4.3:</td>
<td>Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.</td>
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<td>SS.912.G.4.9:</td>
<td>Use political maps to describe the change in boundaries and governments within continents over time.</td>
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<td>SS.912.G.5.2:</td>
<td>Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.</td>
</tr>
<tr>
<td>HE.912.B.4.1:</td>
<td>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Using “I” messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</td>
</tr>
<tr>
<td>HE.912.B.4.3:</td>
<td>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Effective verbal and nonverbal communication, compromise, and conflict-resolution.</td>
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<td>HE.912.B.5.1:</td>
<td>Determine the value of applying a thoughtful decision-making process in health-related situations.</td>
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<td>Clarifications:</td>
<td>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.</td>
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<td>LAFS.1112.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</td>
</tr>
<tr>
<td>LAFS.1112.RST.3.7:</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>LAFS.910.L.3.4:</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>a.</td>
<td>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>b.</td>
<td>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</td>
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<tr>
<td>c.</td>
<td>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</td>
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<tr>
<td>d.</td>
<td>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
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<tr>
<td>LAFS.910.RL.2.4:</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
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<tr>
<td>a.</td>
<td>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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<tr>
<td>b.</td>
<td>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
</tr>
</tbody>
</table>
| c.                    | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively
incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.W.2.6:
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

MAFS.912.S-ID.1.2:
Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★

Clarifications:
In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-MD.2.7:
Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of physical and human geography in the major regions of the world. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):

41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
41.01 Employ leadership skills to accomplish organizational goals and objectives.
41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
41.03 Conduct and participate in meetings to accomplish work tasks.
41.04 Employ mentoring skills to inspire and teach others.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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GENERAL INFORMATION

Course Number: 1800330
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC

Abbreviated Title: AF AEROSCI 4 LEADDEV
Course Length: Year (Y)
Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Science (Secondary Grades 7-12)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<tr>
<td></td>
<td>- Analyze the problem in a way that makes sense given the task.</td>
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<td></td>
<td>- Ask questions that will help with solving the task.</td>
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<td></td>
<td>- Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<tr>
<td></td>
<td>- Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<td></td>
<td>- Help and support each other when attempting a new method or approach.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
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<tr>
<td></td>
<td>- Cultivate a community of growth mindset learners.</td>
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<td></td>
<td>- Foster perseverance in students by choosing tasks that are challenging.</td>
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<td></td>
<td>- Develop students' ability to analyze and problem solve.</td>
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<td></td>
<td>- Recognize students' effort when solving challenging problems.</td>
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<tr>
<td>MA.K12.MTR.2.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
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<tr>
<td></td>
<td>Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
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<tr>
<td></td>
<td>- Build understanding through modeling and using manipulatives.</td>
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<td></td>
<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<td></td>
<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<td></td>
<td>- Express connections between concepts and representations.</td>
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<tr>
<td></td>
<td>- Choose a representation based on the given context or purpose.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td></td>
<td>- Help students make connections between concepts and representations.</td>
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<td></td>
<td>- Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<td></td>
<td>- Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
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<td></td>
<td>- Show students that various representations can have different purposes and can be useful in different situations.</td>
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<tr>
<td>MA.K12.MTR.3.1:</td>
<td>Complete tasks with mathematical fluency.</td>
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<tr>
<td></td>
<td>Mathematicians who complete tasks with mathematical fluency:</td>
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<tr>
<td></td>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
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<tr>
<td></td>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<tr>
<td></td>
<td>- Complete tasks accurately and with confidence.</td>
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<td></td>
<td>- Adapt procedures to apply them to a new context.</td>
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<td></td>
<td>- Use feedback to improve efficiency when performing calculations.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td></td>
<td>- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</td>
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<td></td>
<td>- Offer multiple opportunities for students to practice efficient and generalizable methods.</td>
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<td></td>
<td>- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</td>
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<tr>
<td>MA.K12.MTR.4.1:</td>
<td>Engage in discussions that reflect on the mathematical thinking of self and others.</td>
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<tr>
<td></td>
<td>Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:</td>
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<tr>
<td></td>
<td>- Communicate mathematical ideas, vocabulary and methods effectively.</td>
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<tr>
<td></td>
<td>- Analyze the mathematical thinking of others.</td>
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<td>- Compare the efficiency of a method to those expressed by others.</td>
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<td></td>
<td>- Recognize errors and suggest how to correctly solve the task.</td>
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<td>- Justify results by explaining methods and processes.</td>
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<td></td>
<td>- Construct possible arguments based on evidence.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td></td>
<td>- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
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<td></td>
<td>- Create opportunities for students to discuss their thinking with peers.</td>
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<td>- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
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<tr>
<td></td>
<td>- Develop students' ability to justify methods and compare their responses to the responses of their peers.</td>
</tr>
<tr>
<td><strong>Use patterns and structure to help understand and connect mathematical concepts:</strong></td>
<td>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td></td>
<td>- Focus on relevant details within a problem.</td>
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</tbody>
</table>
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**MA.K12.MTR.5.1:**

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

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

**Mathematicians who assess the reasonableness of solutions:**

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

- Apply mathematics to real-world contexts.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Mathematicians who apply mathematics to real-world contexts:**

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

- Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

**SS.912.G.1.1:**

**Clarifications:**
Examples are thematic, contour, and dot-density.

- Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- Use political maps to describe the change in boundaries and governments within continents over time.
- Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.

**SS.912.G.1.2:**

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

- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**

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

- Read and comprehend grade-level complex texts proficiently.
- Make inferences to support comprehension.
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
| **Clariﬁcations** | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  
In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, reﬁning and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |
|-------------------|---|
| **ELA.K12.EE.4.1:** | Use the accepted rules governing a speciﬁc format to create quality work.  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |
| **Clariﬁcations** | Use appropriate voice and tone when speaking or writing.  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. |
| **ELA.K12.EE.5.1:** | Explain skills needed to communicate effectively with family, peers, and others to enhance health.  
Using “I” messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication. |
| **Clariﬁcations** | Demonstrate strategies to prevent, manage, or resolve interpersonal conﬂicts without harming self or others.  
Effective verbal and nonverbal communication, compromise, and conﬂict-resolution. |
| **ELA.K12.EE.6.1:** | Determine the value of applying a thoughtful decision-making process in health-related situations.  
Deﬁning healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and ﬁrst-aid-treatment options. |
| **Clariﬁcations** | Formulate an effective long-term personal health plan.  
Stress reduction, weight management, healthier eating habits, improved physical ﬁtness, and individual responsibilities for protecting health. |
| **HE.912.B.4.1:** | Compare how peers inﬂuence healthy and unhealthy behaviors.  
Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students’ recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts. |
| **HE.912.B.4.3:** | Evaluate the effect of media on personal and family health.  
Compares brand-name/store-brand items in home, analyzes television viewing habits, identiﬁes effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence. |
| **ELD.K12.ELL.SI.1:** | English language learners communicate for social and instructional purposes within the school setting. |

**GENERAL NOTES**

The purpose of this course is to enable students to develop knowledge of physical and human geography in the major regions of the world. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

**Instructional Practices:**

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

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

**Additional Benchmarks Related to Career and Technical Education**

(Aerospace Technologies Program):

**41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.**

**41.01** Employ leadership skills to accomplish organizational goals and objectives.

**41.02** Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

**41.03** Conduct and participate in meetings to accomplish work tasks.
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

GENERAL INFORMATION

Course Number: 1800330
Course Path: Section: Grades PreK to 12 Education
Courses: Grade Group: Grades 9 to 12 and Adult
Education Courses: Subject: JROTC and Military
Training: SubSubject: Air Force Jr ROTC
Abbreviated Title: AF AEROSCI 4 LEADDEV
Course Length: Year (Y)
Course Level: 2

Educator Certifications
Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>SS.912.A.2.2:</td>
<td><strong>Clariﬁcations:</strong> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Gady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Assess the influence of significant people or groups on Reconstruction.</td>
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<td>SS.912.A.4.7:</td>
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| LAFS.1112.RST.3.7:          | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-
General Course Information and Notes

GENERAL NOTES

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):

16.0 Demonstrate an understanding of and be able to select and use transportation technologies.
16.01 Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.
16.02 Define intermodal as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another.
16.03 Discuss how transportation services and methods have led to a population that is regularly on the move.
16.04 Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.

41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
41.01 Employ leadership skills to accomplish organizational goals and objectives.
41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
41.03 Conduct and participate in meetings to accomplish work tasks.
41.04 Employ mentoring skills to inspire and teach others.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://calmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1800340

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC >
Abbreviated Title: ADV AERO SCI
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<td>SS.912.A.2.2</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
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**Clarifications:**
Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.

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

| SS.912.A.3.3 | Compare the first and second Industrial Revolutions in the United States. |

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Examples may include, but are not limited to, trade, development of new industries.

| SS.912.A.4.7 | Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys). |

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

| SS.912.A.6.5 | Explain the impact of World War II on domestic government policy. |

**Clarifications:**
Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

| SS.912.C.1.1 | Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. |

| SS.912.C.1.5 | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |

| SS.912.C.2.2 | Evaluate the importance of political participation and civic participation. |

| SS.912.C.2.6 | Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. |

| SS.912.C.3.14 | Examine constitutional powers (expressed, implied, concurrent, reserved). |

| MA.K12.MTR.1.1 | Mathematicians who demonstrate understanding by representing problems in multiple ways. |

| MA.K12.MTR.2.1 | Mathematicians who participate in effortful learning both individually and with others: |

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

| MA.K12.MTR.1.1 | Teachers who encourage students to participate actively in effortful learning both individually and with others: |

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

| MA.K12.MTR.2.1 | Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: |

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.
Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

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

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

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

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

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.
| ELA.K12.EE.1.1: | Students communicate for social and instructional purposes within the school setting. Cite evidence to explain and justify reasoning. **Clarifications:** K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. | | ELA.K12.EE.2.1: | Read and comprehend grade-level complex texts proficiently. **Clarifications:** See Text Complexity for grade-level complexity bands and a text complexity rubric. | | ELA.K12.EE.3.1: | Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. | | ELA.K12.EE.4.1: | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. **Clarifications:** In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. | | ELA.K12.EE.5.1: | Use the accepted rules governing a specific format to create quality work. **Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. | | ELA.K12.EE.6.1: | Use appropriate voice and tone when speaking or writing. **Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. | | HE.912.B.4.3: | Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. **Clarifications:** Effective verbal and nonverbal communication, compromise, and conflict-resolution. | | HE.912.B.5.1: | Determine the value of applying a thoughtful decision-making process in health-related situations. **Clarifications:** Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options. | | HE.912.B.6.4: | Formulate an effective long-term personal health plan. **Clarifications:** Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health. | | HE.912.C.2.2: | Compare how peers influence healthy and unhealthy behaviors. **Clarifications:** Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts. | | HE.912.C.2.5: | Evaluate the effect of media on personal and family health. **Clarifications:** Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence. | | ELD.K12.ELL.SI.1: | English language learners communicate for social and instructional purposes within the school setting. |
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Additional Benchmarks Related to Career and Technical Education

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16.0 Demonstrate an understanding of and be able to select and use transportation technologies.
16.01 Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.
16.02 Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another.
16.03 Discuss how transportation services and methods have led to a population that is regularly on the move.
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41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
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**GENERAL INFORMATION**

**Course Number:** 1800340

**Course Path:** Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC
**Abbreviated Title:** ADV AERO SCI

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

**Course Type:** Elective Course

**Course Status:** State Board Approved

**Course Level:** 2

**Educator Certifications**

- Science (Secondary Grades 7-12)
- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-Issued Employment Certificate)
<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>SS.912.A.2.2:</td>
<td><strong>Clarifications:</strong> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.3.3:</td>
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<td>SS.912.A.4.7:</td>
<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.6.5:</td>
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<td>SS.912.CG.1.4:</td>
<td>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States. Students will evaluate how the documents are connected to one another. Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10. No. 14. No. 31, No. 39, No. 51) and the U.S. Constitution. Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</td>
</tr>
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<td>SS.912.CG.1.5:</td>
<td>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers. Students will explain how the structure and function of the U.S. government reflects these political principles. Students will differentiate between republicanism and democracy, and discuss how the United States reflects both. Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</td>
</tr>
<tr>
<td>SS.912.CG.2.2:</td>
<td>Explain the importance of political and civic participation to the success of the United States' constitutional republic. Students will discuss various ways in which U.S. citizens can exercise political and civic participation. Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement). Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</td>
</tr>
<tr>
<td>SS.912.CG.2.8:</td>
<td>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy. Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. Students will identify historical examples of interest groups, media and individuals influencing public policy. Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</td>
</tr>
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<td>SS.912.CG.3.2:</td>
<td>Explain how the U.S. Constitution safeguards and limits individual rights. Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments. Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</td>
</tr>
<tr>
<td>SS.912.CG.3.6:</td>
<td>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution. Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship). Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution. Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers. Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</td>
</tr>
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</table>
Students will explain how reserved powers define issues as matters for the people or the state governments.

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

### MA.K12.MTR.1.1:

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

### MA.K12.MTR.2.1:

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

### MA.K12.MTR.3.1:

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

### MA.K12.MTR.4.1:

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

### MA.K12.MTR.5.1:

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Use patterns and structure to help understand and connect mathematical concepts.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

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

**Clariﬁcations:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justiﬁcations.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efﬁciency.

**Clariﬁcations:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

**Clariﬁcations:**
K1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

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

Make inferences to support comprehension.

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

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

**Clariﬁcations:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______. “ The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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

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

Use appropriate voice and tone when speaking or writing.

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

Demonstrate strategies to prevent, manage, or resolve interpersonal conﬂicts without harming self or others.

**Clariﬁcations:**
Effective verbal and nonverbal communication, compromise, and conﬂict-resolution.
Determine the value of applying a thoughtful decision-making process in health-related situations.

**Clarifications:**
- Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid treatment options.

**HE.912.B.6.4:**
Formulate an effective long-term personal health plan.

**Clarifications:**
- Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

**HE.912.C.2.2:**
Compare how peers influence healthy and unhealthy behaviors.

**Clarifications:**
- Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

**HE.912.C.2.5:**
Evaluate the effect of media on personal and family health.

**Clarifications:**
- Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

**E.L.K12.ELL.SL.1:**
English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**GENERAL NOTES**

**Instructional Practices:**

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

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

**Additional Benchmarks Related to Career Technical Education**

(Aerospace Technologies Program):

16.0 Demonstrate an understanding of and be able to select and use transportation technologies.

16.01 Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.

16.02 Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another. 

16.04 Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.

41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

41.01 Employ leadership skills to accomplish organizational goals and objectives.

41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

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

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

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

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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**GENERAL INFORMATION**
Course Number: 1800340
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC
Abbreviated Title: ADV AERO SCI
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Draft - Course Pending Approval

Course Length: Year (Y)
Course Level: 2

Educator Certifications

- Science (Secondary Grades 7-12)
- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
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<td>SS.912.A.2.2:</td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
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<td>Clarifications:</td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
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<td>SS.912.A.3.2:</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
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<td>SS.912.A.3.3:</td>
<td>Compare the first and second Industrial Revolutions in the United States.</td>
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<td>Examples may include, but are not limited to, trade, development of new industries.</td>
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<td>SS.912.A.4.5:</td>
<td>Examine causes, course, and consequences of United States involvement in World War I.</td>
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<td>Clarifications:</td>
<td>Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</td>
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<td>SS.912.A.4.7:</td>
<td>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</td>
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<td>Examine causes, course, and consequences of World War II on the United States and the world.</td>
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<td>SS.912.A.6.1:</td>
<td>Explain the impact of World War II on domestic government policy.</td>
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<td>Clarifications:</td>
<td>Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</td>
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<td>Explain the impact of World War II on domestic government policy.</td>
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<td>Clarifications:</td>
<td>Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</td>
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<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
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<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
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<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
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<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
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<td>SS.912.C.2.15:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
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<td>SS.912.C.3.14:</td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
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### Evaluations

#### Clarifications:
- Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
- Effective verbal and nonverbal communication, compromise, and conflict-resolution.
- Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
- Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
- Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
- Evaluate the effect of media on personal and family health.
- Comparing brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

#### Clarifications:
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### Clarifications:
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

#### Clarifications:
- Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

#### Clarifications:
- English language learners communicate for social and instructional purposes within the school setting.

**Additional resources may be found on the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.**
The purpose of this course is to enable students to develop the necessary foundations for understanding the policies of the United States and the organizations of the United State Air Force. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

Instructional Practices:
Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):
16.0 Demonstrate an understanding of and be able to select and use transportation technologies.
16.01 Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.
16.02 Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another.
16.03 Discuss how transportation services and methods have led to a population that is regularly on the move.
16.04 Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.

41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
41.01 Employ leadership skills to accomplish organizational goals and objectives.
41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
41.03 Conduct and participate in meetings to accomplish work tasks.
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<td>SS.912.A.2.2</td>
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<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
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<td>Evaluate the importance of political participation and civic participation.</td>
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<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
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Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

### Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

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

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- Help students make connections between concepts and representations.
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- Show students that various representations can have different purposes and can be useful in different situations.

Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
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Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
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- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.

**MA.K12.MTR.1.1:** Demonstrate understanding by representing problems in multiple ways.

**MA.K12.MTR.2.1:** Complete tasks with mathematical fluency.

**MA.K12.MTR.3.1:** Engage in discussions that reflect on the mathematical thinking of self and others.

**MA.K12.MTR.4.1:** Use patterns and structure to help understand and connect mathematical concepts.
Relate previously learned concepts to new concepts.
Look for similarities among problems.
Connect solutions of problems to more complicated large-scale situations.

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

Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
• Encourage students to estimate or predict solutions prior to solving.
• Prompt students to continually ask, “Does this solution make sense? How do you know?”
• Reinforce that students check their work as they progress within and after a task.
• Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate.
• Redesign models and methods to improve accuracy or efficiency.

Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

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

Read and comprehend grade-level complex texts proficiently.

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

Make inferences to support comprehension.

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

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

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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

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

**ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing.

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

**HE.912.B.4.1:** Explain skills needed to communicate effectively with family, peers, and others to enhance health.

**Clarifications:**
Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.

**HE.912.B.4.3:** Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

**Clarifications:**
Effective verbal and nonverbal communication, compromise, and conflict-resolution.

**HE.912.B.5.1:** Determine the value of applying a thoughtful decision-making process in health-related situations.

**Clarifications:**
Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.

**HE.912.B.6.4:** Formulate an effective long-term personal health plan.

**Clarifications:**
Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

**HE.912.C.2.2:** Compare how peers influence healthy and unhealthy behaviors.

**Clarifications:**
Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner; students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

**HE.912.C.2.5:** Evaluate the effect of media on personal and family health.

**Clarifications:**
Compared brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

**ELD.K12.ELL.SL.1:** English language learners communicate for social and instructional purposes within the school setting.

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### General Course Information and Notes

**GENERAL NOTES**

The purpose of this course is to enable students to develop the necessary foundations for understanding the policies of the United States and the organizations of the United State Air Force. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

**Instructional Practices:**
Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Additional Benchmarks Related to Career and Technical Education**

(Aerospace Technologies Program):

16.0 **Demonstrate an understanding of and be able to select and use transportation technologies.**

16.01 Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.

16.02 Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another.

16.03 Discuss how transportation services and methods have led to a population that is regularly on the move.

16.04 Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.

41.0 **Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.**

41.01 Employ leadership skills to accomplish organizational goals and objectives.

41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.
Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit https://www.cpalms.org/Standards/BEST_Standards.aspx and select the appropriate B.E.S.T. Standards package.

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

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<td><strong>Clarifications:</strong> Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
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Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.
- Students will evaluate how the documents are connected to one another.
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

- Students will explain how the structure and function of the U.S. government reflects these political principles.
- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.
- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).

Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.

- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).
- Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

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- Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

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

Clarifications:
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

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

Cite evidence to explain and justify reasoning.

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

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

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

Read and comprehend grade-level complex texts proficiently.

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

**GENERAL NOTES**

The purpose of this course is to enable students to develop the necessary foundations for understanding the policies of the United States and the organizations of the United State Air Force. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.
Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

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

**Additional Benchmarks Related to Career and Technical Education**

(Aerospace Technologies Program):

16.0 Demonstrate an understanding of and be able to select and use transportation technologies.
16.01 Analyze the vital role played by transportation in the operation of other technologies, such as manufacturing, construction, communication, health and safety, and agriculture.
16.02 Define intermodalism as the use of different modes of transportation, such as highways, railways, and waterways as part of an interconnected system that can move people and goods easily from one mode to another.
16.03 Discuss how transportation services and methods have led to a population that is regularly on the move.
16.04 Identify processes and innovative techniques involved in the design of intelligent and non-intelligent transportation systems.

41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
41.01 Employ leadership skills to accomplish organizational goals and objectives.
41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
41.03 Conduct and participate in meetings to accomplish work tasks.
41.04 Employ mentoring skills to inspire and teach others.

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

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

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

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

**Course Number:** 1800350  
**Course Path:** Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC  
**Abbreviated Title:** AF AERO SCI 4 TRANSP  
**Number of Credits:** One (1) credit  
**Course Type:** Elective Course  
**Course Status:** Draft - Course Pending Approval  
**Grade Level(s):** 9,10,11,12

**Educator Certifications**

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Science (Secondary Grades 7-12)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
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<td>Apply the law of conservation of linear momentum to interactions, such as collisions between objects.</td>
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### HE.912.B.4.1:

- **Clarifications:**
  - Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.
- Explain skills needed to communicate effectively with family, peers, and others to enhance health.

### HE.912.B.4.3:

- **Clarifications:**
  - Effective verbal and nonverbal communication, compromise, and conflict-resolution.
- Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

### HE.912.B.5.1:

- **Clarifications:**
  - Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
- Determine the value of applying a thoughtful decision-making process in health-related situations.

### HE.912.B.6.4:

- **Clarifications:**
  - Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
- Compare how peers influence healthy and unhealthy behaviors.

### HE.912.C.2.2:

- **Clarifications:**
  - Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
- Evaluate the effect of media on personal and family health.

### HE.912.C.2.5:

- **Clarifications:**
  - Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

### LAFS.1112.RST.2.4:

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
  - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - Come to decisions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop advanced, in-depth knowledge of aerospace topics. Students develop the foundation for receiving a private pilot license. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

Instructional Practices:

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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Additional benchmarks related to Career and Adult Education

(Aerospace Technologies Program)

20.0 Describe and demonstrate an understanding of the principles of flight.
   20.01 Define terminology associated with flight and flight principles.
   20.02 Identify the structural components of aircraft.
   20.03 Construct and test flying models of lighter-than-air craft.
   20.04 Demonstrate an understanding of a powered aircraft and the use of control surfaces to control flight characteristics of pitch, yaw and roll.
   20.05 Demonstrate an understanding of rocketry design and systems.
   20.06 Develop and construct models to test flight characteristics of powered aircraft.
   20.07 Explain the application of Newton's laws to flight and rocketry.

32.0 Demonstrate an understanding of career opportunities and requirements in the field of aerospace technologies.
   32.01 Discuss individual interests related to a career in Aerospace Technologies.
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GENERAL INFORMATION

Course Number: 1800360
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC
Abbreviated Title: AF AERO SCI 4
Course Length: Year (Y)
Course Level: 2
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**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Complete tasks accurately and with confidence.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Select efficient and appropriate methods for solving problems within the given context.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.

**Teachers who encourage students to participate actively in effortful learning both individually and with others:**
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

**Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:**
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Teachers who encourage students to complete tasks with mathematical fluency:**
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.
**MA.K12.MTR.4.1:**
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

**Use patterns and structure to help understand and connect mathematical concepts.**
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**MA.K12.MTR.5.1:**

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

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

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Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

**Apply mathematics to real-world contexts.**
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**MA.K12.MTR.7.1:**

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**Cite evidence to explain and justify reasoning.**

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
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6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.1.1:**

**Clarifications:**
- Read and comprehend grade-level complex texts proficiently.
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

**Make inferences to support comprehension.**

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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

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

Use appropriate voice and tone when speaking or writing.

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

Explain skills needed to communicate effectively with family, peers, and others to enhance health.

**Clarifications:**
Using “I” messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.

Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

**Clarifications:**
Effective verbal and nonverbal communication, compromise, and conflict-resolution.

Determine the value of applying a thoughtful decision-making process in health-related situations.

**Clarifications:**
Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.

Formulate an effective long-term personal health plan.

**Clarifications:**
Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

Compare how peers influence healthy and unhealthy behaviors.

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Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students’ recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

Evaluate the effect of media on personal and family health.

**Clarifications:**
Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

**GENERAL NOTES**

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(Aerospace Technologies Program)

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GENERAL INFORMATION

Course Number: 1800360
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC >
Abbreviated Title: AF AERO SCI 4
Number of Credits: One (1) credit
Course Length: Year (Y)
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Educator Certifications
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<td>SS.912.C.2.5</td>
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<td>SS.912.C.2.8</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change.</td>
</tr>
<tr>
<td>SS.912.C.2.9</td>
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<td>SS.912.C.2.12</td>
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<td>SS.912.C.2.13</td>
<td>Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.</td>
</tr>
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<td>SS.912.C.2.15</td>
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### General Course Information and Notes

**GENERAL NOTES**

**Instructional Practices:**

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

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

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):
41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
41.01 Employ leadership skills to accomplish organizational goals and objectives.
41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
41.03 Conduct and participate in meetings to accomplish work tasks.
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English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

Course Number: 1800400

Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC
Abbreviated Title: LEAD ED 1
Course Length: Year (Y)
Course Level: 2

Educator Certifications

Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
### Course Standards

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<td>SS.912.C.2.5:</td>
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<td>SS.912.C.2.8:</td>
<td>Analyze the impact of citizen participation as a means of achieving political and social change. <strong>Clarifications:</strong> Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.</td>
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<td>SS.912.C.2.9:</td>
<td>Identify the expansion of civil rights and liberties by examining the principles contained in primary documents. <strong>Clarifications:</strong> Examples are Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965.</td>
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* Analyze the problem in a way that makes sense given the task.  
* Ask questions that will help with solving the task.  
* Build perseverance by modifying methods as needed while solving a challenging task.  
* Stay engaged and maintain a positive mindset when working to solve tasks.  
* Help and support each other when attempting a new method or approach.  
**Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
* Cultivate a community of growth mindset learners.  
* Foster perseverance in students by choosing tasks that are challenging.  
* Develop students' ability to analyze and problem solve.  
* Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1: | Mathematicians who demonstrate understanding by representing problems in multiple ways:  
* Build understanding through modeling and using manipulatives.  
* Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
* Progress from modeling problems with objects and drawings to using algorithms and equations.  
* Express connections between concepts and representations.  
* Choose a representation based on the given context or purpose.  
**Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
* Help students make connections between concepts and representations.  
* Provide opportunities for students to use manipulatives when investigating concepts.  
* Guide students from concrete to pictorial to abstract representations as understanding progresses.  
* Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1: | Mathematicians who complete tasks with mathematical fluency:  
* Select efficient and appropriate methods for solving problems within the given context.  
* Maintain flexibility and accuracy while performing procedures and mental calculations.  
* Complete tasks accurately and with confidence.  
* Adapt procedures to apply them to a new context.  
* Use feedback to improve efficiency when performing calculations.  
**Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:  
* Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
* Offer multiple opportunities for students to practice efficient and generalizable methods. |
Engage in discussions that reflect on the mathematical thinking of self and others.

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

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

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

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

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

Assess the reasonableness of solutions.

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

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

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

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

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

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

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

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

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

**GENERAL NOTES**

Instructional Practices:

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**GENERAL INFORMATION**
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC
Abbreviated Title: LEAD ED 1
Course Length: Year (Y)
Course Level: 2
Course Number: 1800400

Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

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Teachers who encourage students to complete tasks with mathematical fluency:  
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- Reinforce that students check their work as they progress within and after a task.
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**MA.K12.MTR.7.1:**
- Apply mathematics to real-world contexts.

**Mathematicians who apply mathematics to real-world contexts:**
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create plans and procedures to solve problems.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**SS.912.CG.2.11:**
- Students will discuss the historical impact of political communication on American political process and public opinion.
- Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.

**SS.912.CG.2.2:**
- Explain the importance of political and civic participation to the success of the United States' constitutional republic.

**Students will discuss various ways in which U.S. citizens can exercise political and civic participation.**
- Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).
- Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on the type of protesting).

**SS.912.CG.2.3:**
- Explain the responsibilities of citizens at the local, state and national levels.

**Students will discuss the responsibilities of citizens (e.g., voting, volunteering and being informed, respecting laws).**
- Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).
- Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).
- Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.

**SS.912.CG.2.6:**
- Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.

**Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault).**
- Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights.

**SS.912.CG.2.7:**
- Analyze the impact of civic engagement as a means of preserving or reforming institutions.

**Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).**
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

**SS.912.CG.2.8:**
- Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.

**Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.**
- Students will identify historical examples of interest groups, media and individuals influencing public policy.
- Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

**SS.912.CG.2.11:**
- Evaluate political communication for bias, factual accuracy, omission and emotional appeal.

**Students will compare the reporting on the same political event or issue from multiple perspectives.**
- Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies).
- Students will discuss the historical impact of political communication on American political process and public opinion.
- Examples of political communication may include, but are not limited to, political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media.
### General Course Information and Notes

**GENERAL NOTES**

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(Aerospace Technologies Program):

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GENERAL INFORMATION

Course Number: 1800400
Course Path: Section: Grades PreK to 12 Education
Courses: Grades 9 to 12 and Adult Education Courses
Subject: JROTC and Military Training
SubSubject: Air Force Jr ROTC
Abbreviated Title: LEAD ED 1
Course Length: Year (Y)
Course Level: 2
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

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| HE.912.B.5.1: | Determine the value of applying a thoughtful decision-making process in health-related situations.  
**Clarifications:** Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options. |
| HE.912.B.5.4: | Assess whether individual or collaborative decision making is needed to make a healthy decision.  
**Clarifications:** Planning a post-high school career/education, purchasing the family’s groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance. |
| HE.912.P.7.1: | Analyze the role of individual responsibility in enhancing health.  
**Clarifications:** Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management. |
| HE.912.P.7.2: | Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.  
**Clarifications:** Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships. |
| HE.912.P.8.1: | Demonstrate how to influence and support others in making positive health choices.  
**Clarifications:** Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training. |
| HE.912.P.8.2: | Utilize current, accurate data/information to formulate a health-enhancing message.  
**Clarifications:** Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety. |
| HE.912.P.8.3: | Work cooperatively as an advocate for improving personal, family, and community health.  
**Clarifications:** Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety. |
| HE.912.P.8.4: | Adapt health messages and communication techniques to a specific target audience.  
**Clarifications:** Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training. |
| LAFS.910.RI.3.8: | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| LAFS.910.RI.3.9: | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |
| LAFS.910.SL.1.1: | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  
  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.  
  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  
  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. |
| LAFS.910.SL.1.2: | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| LAFS.910.SL.1.3: | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| LAFS.910.SL.2.4: | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| LAFS.910.SL.2.5: | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| LAFS.910.SL.2.6: | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| SS.912.C.1.5: | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |
| SS.912.C.2.2: | Evaluate the importance of political participation and civic participation.  
Experience the responsibilities of citizens at the local, state, or federal levels. |
**SS.912.C.2.3:** Clarifications: Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

**SS.912.C.2.5:** Conduct a service project to further the public good.

**SS.912.C.2.6:** Clarifications: Examples are school, community, state, national, international.

**SS.912.C.2.8:** Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

**SS.912.C.2.15:** Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.

**SS.912.C.2.15:** Analyze the impact of citizen participation as a means of achieving political and social change.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**MAFS.912.S-MD.2.7:** Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

**PE.912.C.2.20:** Identify appropriate methods to resolve physical conflict.

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**General Course Information and Notes**

**GENERAL NOTES**

**Instructional Practices:**

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

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

**Additional Benchmarks Related to Career and Technical Education**

**(Aerospace Technologies Program):**

41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.

41.01 Employ leadership skills to accomplish organizational goals and objectives.

41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

41.03 Conduct and participate in meetings to accomplish work tasks.

41.04 Employ mentoring skills to inspire and teach others.

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

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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**GENERAL INFORMATION**

- **Course Number:** 1800410
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12

- **Course Path:** Section: Grades PreK to 12 Education
  - Courses > Grade Group: Grades 9 to 12 and Adult
  - Education Courses > Subject: JROTC and Military
  - Training > SubSubject: Air Force Jr ROTC
- **Abbreviated Title:** LEAD ED 2
- **Course Length:** Year (Y)
- **Course Level:** 2

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**Educator Certifications**

- **Science (Secondary Grades 7-12)**
- **Junior Reserve Officer Training Corps (JROTC) (Career & Technical)**
- **Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)**
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<td>MA,K12.MTR.1.1:</td>
<td>Work cooperatively as an advocate for improving personal, family, and community health.&lt;br&gt;&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</td>
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<td>Adapt health messages and communication techniques to a specific target audience.&lt;br&gt;&lt;br&gt;<strong>Clarifications:</strong>&lt;br&gt;Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.</td>
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<td>Mathematics who participate in effortful learning both individually and with others:&lt;br&gt;• Analyze the problem in a way that makes sense given the task.&lt;br&gt;• Ask questions that will help with solving the task.&lt;br&gt;• Build perseverance by modifying methods as needed while solving a challenging task.&lt;br&gt;• Stay engaged and maintain a positive mindset when working to solve tasks.&lt;br&gt;• Help and support each other when attempting a new method or approach.</td>
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<td>MA,K12.MTR.1.1:</td>
<td>Clarifications:&lt;br&gt;Teachers who encourage students to participate actively in effortful learning both individually and with others:&lt;br&gt;• Cultivate a community of growth mindset learners.&lt;br&gt;• Foster perseverance in students by choosing tasks that are challenging.&lt;br&gt;• Develop students’ ability to analyze and problem solve.&lt;br&gt;• Recognize students’ effort when solving challenging problems.</td>
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<td>MA,K12.MTR.2.1:</td>
<td>Clarifications:&lt;br&gt;Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:&lt;br&gt;• Help students make connections between concepts and representations.&lt;br&gt;• Provide opportunities for students to use manipulatives when investigating concepts.&lt;br&gt;• Guide students from concrete to pictorial to abstract representations as understanding progresses.&lt;br&gt;• Show students that various representations can have different purposes and can be useful in different situations.</td>
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<td>MA,K12.MTR.1.1:</td>
<td>Complete tasks with mathematical fluency.</td>
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Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

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

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

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

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.
SS.912.C.1.5: Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

SS.912.C.2.2: Evaluate the importance of political participation and civic participation.

SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.

SS.912.C.2.5: Conduct a service project to further the public good.

SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.

SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

Clarifications: Cite evidence to explain and justify reasoning.

ELA.K12.C.EE.1.1: Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. In 3rd grade, students should use a combination of direct and indirect citations.

ELA.K12.C.EE.2.1: Read and comprehend grade-level complex texts proficiently.

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

ELA.K12.C.3.1: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.C.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications: In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.

ELA.K12.C.5.1: Use the accepted rules governing a specific format to create quality work.

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

ELA.K12.C.6.1: Use appropriate voice and tone when speaking or writing.

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

EDL.K12.C.ELL.1.1: English language learners communicate for social and instructional purposes within the school setting.

PE.912.C.2.20: Identify appropriate methods to resolve physical conflict.

General Course Information and Notes

General Course Information and Notes

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):

41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
   41.01 Employ leadership skills to accomplish organizational goals and objectives.
   41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
   41.03 Conduct and participate in meetings to accomplish work tasks.
   41.04 Employ mentoring skills to inspire and teach others.

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

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
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**GENERAL INFORMATION**

**Course Number:** 1800410
**Number of Credits:** One (1) credit
**Course Type:** Elective Course
**Course Status:** State Board Approved
**Grade Level(s):** 9,10,11,12

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC >
**Abbreviated Title:** LEAD ED 2
**Course Length:** Year (Y)
**Course Level:** 2

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**Educator Certifications**

- Science (Secondary Grades 7-12)
- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
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Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

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

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

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

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

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.
### ELA.K12.EE.1.1:
Clarifications:
- K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
- 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
- 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
- 6-8 Students continue with previous skills and use a style guide to create a proper citation.
- 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

Read and comprehend grade-level complex texts proficiently.

### ELA.K12.EE.2.1:
Clarifications:
- See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

### ELA.K12.EE.3.1:
Clarifications:
- Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

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

### ELA.K12.EE.4.1:
Clarifications:
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because ______." The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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

### ELA.K12.EE.5.1:
Clarifications:
- Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

### ELA.K12.EE.6.1:
Clarifications:
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

### SS.912.CG.1.5:
- Students will explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.
  - Students will explain how the structure and function of the U.S. government reflects these political principles.
  - Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.
  - Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).

Explain the importance of political and civic participation to the success of the United States' constitutional republic.

### SS.912.CG.2.2:
- Students will discuss various ways in which U.S. citizens can exercise political and civic participation.
  - Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).
  - Students will discuss the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).

Explain the responsibilities of citizens at the local, state and national levels.

### SS.912.CG.2.3:
- Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).
  - Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).
  - Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).
  - Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.

Analyze the impact of civic engagement as a means of preserving or reforming institutions.

### SS.912.CG.2.7:
- Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).
  - Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.

### SS.912.CG.2.8:
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
  - Students will identify historical examples of interest groups, media and individuals influencing public policy.
  - Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

Explain how the U.S. Constitution safeguards and limits individual rights.

### SS.912.CG.3.2:
- Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
  - Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

### ELD.K12.ELL.SL.1:
English language learners communicate for social and instructional purposes within the school setting.
General Course Information and Notes

GENERAL NOTES

Instructional Practices:
Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education

(Aerospace Technologies Program):
41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
41.01 Employ leadership skills to accomplish organizational goals and objectives.
41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
41.03 Conduct and participate in meetings to accomplish work tasks.
41.04 Employ mentoring skills to inspire and teach others.

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

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

GENERAL INFORMATION

Course Number: 1800410

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Air Force Jr ROTC

Abbreviated Title: LEAD ED 2

Course Length: Year (Y)

Course Level: 2

Educator Certifications

Science (Secondary Grades 7-12)
Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-Issued Employment Certificate)
General Course Information and Notes

VERSION DESCRIPTION

SUBJECT AREA TRANSFER NUMBERS

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

GENERAL INFORMATION

Course Number: 1800990

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Military Training >
Abbreviated Title: MILITARY TRAN
Course Length: Not Applicable

Course Status: State Board Approved
Grade Level(s): 9,10,11,12
# Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
  **Clarifications:**  
  Teachers who encourage students to participate actively in effortful learning both individually and with others:  
  - Cultivate a community of growth mindset learners.  
  - Foster perseverance in students by choosing tasks that are challenging.  
  - Develop students' ability to analyze and problem solve.  
  - Recognize students’ effort when solving challenging problems. |
| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  
  **Clarifications:**  
  Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
  - Help students make connections between concepts and representations.  
  - Provide opportunities for students to use manipulatives when investigating concepts.  
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.  
  - Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  
  **Clarifications:**  
  Teachers who encourage students to complete tasks with mathematical fluency:  
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
  - Offer multiple opportunities for students to practice efficient and generalizable methods.  
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  
  **Clarifications:**  
  Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
  - Create opportunities for students to discuss their thinking with peers.  
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
  - Develop students’ ability to justify methods and compare their responses to the responses of their peers. |

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
- Focus on relevant details within a problem.  
- Create plans and procedures to logically order events, steps or ideas to solve problems.  
- Decompose a complex problem into manageable parts.
### MA.K12.MTR.5.1:
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

### MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

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

### MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.
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6-8 Students continue with previous skills and use a style guide to create a proper citation.
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

### ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

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

### ELA.K12.EE.3.1:
Make inferences to support comprehension.

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

### ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because ______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

### ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

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

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

**General Course Information and Notes**

**VERSION DESCRIPTION**

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

**GENERAL INFORMATION**

**Course Number:** 1800990

**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Military Training > Abbreviated Title: MILITARY TRAN

**Course Length:** Not Applicable

**Course Status:** State Board Approved

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
</tr>
<tr>
<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
</tr>
<tr>
<td>SS.912.C.2.1:</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
</tr>
<tr>
<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
</tr>
<tr>
<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
<tr>
<td>SS.912.C.2.15:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
</tr>
<tr>
<td>SS.912.C.3.14:</td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
</tr>
<tr>
<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td>HE.912.B.6.4:</td>
<td>Formulate an effective long-term personal health plan.</td>
</tr>
<tr>
<td>HE.912.B.6.4:</td>
<td>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</td>
</tr>
<tr>
<td>HE.912.C.1.1:</td>
<td>Evaluate how environment and personal health are interrelated.</td>
</tr>
<tr>
<td>HE.912.C.1.3:</td>
<td>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</td>
</tr>
<tr>
<td>HE.912.C.1.4:</td>
<td>Propose strategies to reduce or prevent injuries and health problems.</td>
</tr>
<tr>
<td>HE.912.C.2.2:</td>
<td>Compare how peers influence healthy and unhealthy behaviors.</td>
</tr>
<tr>
<td>HE.912.C.2.5:</td>
<td>Evaluate the effect of media on personal and family health.</td>
</tr>
<tr>
<td>LAFS.1112.RT.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</td>
</tr>
<tr>
<td>LAFS.1112.RT.3.7:</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>LAFS.910.L.3.4:</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>LAFS.910.RL.2.4:</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
</tr>
</tbody>
</table>
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LAFS.910.SL.1.1:

<table>
<thead>
<tr>
<th>Clarifications:</th>
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<tbody>
<tr>
<td>The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.</td>
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<tr>
<th>Clarifications:</th>
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<tbody>
<tr>
<td>Identify a variety of activities that promote effective stress management.</td>
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<tr>
<th>Clarifications:</th>
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<tbody>
<tr>
<td>Identify risks and safety factors that may affect physical activity throughout life.</td>
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<tr>
<th>Clarifications:</th>
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<tbody>
<tr>
<td>Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.</td>
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<th>Clarifications:</th>
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<tr>
<td>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</td>
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<tr>
<td>In grades 6–8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.</td>
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</tbody>
</table>

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<tbody>
<tr>
<td>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</td>
</tr>
</tbody>
</table>

**General Course Information and Notes**

**GENERAL NOTES**

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army Junior Reserve Officer Training Corps (JROTC). The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

**Instructional Practices:**

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

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

**Additional Benchmarks Related to Career and Technical Education**

**(Principles of Public Service Program):**

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

04.04 Employ mentoring skills to inspire and teach others.

04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.

04.06 Employ critical thinking and interpersonal skills to resolve conflicts.

04.07 Identify and document workplace performance goals and monitor progress toward those goals.

04.08 Conduct technical research to gather information necessary for decision-making.

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

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
GENERAL INFORMATION

Course Number: 1801300

Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: JROTC and Military
Training > SubSubject: Army Jr ROTC
Abbreviated Title: AR LEAD ED/TRAIN 1
Course Length: Year (Y)
Course Level: 2

Educator Certifications

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</tr>
<tr>
<td>SS.912.C.2.15:</td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
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<tr>
<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
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<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Mathematically proficient students who engage in reflective learning both individually and with others:</td>
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<tr>
<td>MA.K12.MTR.2.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
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<tr>
<td>MA.K12.MTR.3.1:</td>
<td>Complete tasks with mathematical fluency.</td>
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<td>Clarifications:</td>
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<td>Clarifications:</td>
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**Examples:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

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

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

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

**Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:**
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
### MA.K12.MTR.4.1:
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1:
Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

### MA.K12.MTR.6.1:
Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

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

### MA.K12.MTR.7.1:
Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.1.1:
Cite evidence to explain and justify reasoning.

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

### ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

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

### ELA.K12.EE.2.1:
Make inferences to support comprehension.

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

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

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

Use appropriate voice and tone when speaking or writing.

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

Formulate an effective long-term personal health plan.

Clarifications:
Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

Predict how healthy behaviors can affect health status.

Clarifications:
Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

Evaluate how environment and personal health are interrelated.

Clarifications:
Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

Propose strategies to reduce or prevent injuries and health problems.

Clarifications:
Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

Compare how peers influence healthy and unhealthy behaviors.

Clarifications:
Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner; students’ recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

Evaluate the effect of media on personal and family health.

Clarifications:
Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

Participate in a variety of activities that promote the health-related components of fitness.

Clarifications:
The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

Identify a variety of activities that promote effective stress management.

Identify risks and safety factors that may affect physical activity throughout life.

Design a personal fitness program.

Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

Use available technology to assess, design and evaluate a personal fitness program.

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

English language learners communicate for social and instructional purposes within the school setting.

GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army Junior Reserve Officer Training Corps (JROTC). The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well
as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>1801300</th>
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<tr>
<td>Course Path: Section:</td>
<td>Grades PreK to 12 Education Courses &gt; Grade Group: Grades 9 to 12 and Adult Education Courses &gt; Subject: JROTC and Military Training &gt; SubSubject: Army Jr ROTC</td>
</tr>
<tr>
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<td>AR LEAD ED/TRAIN 1</td>
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<tr>
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<td>Course Level:</td>
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Educator Certifications

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</table>
| SS.912.CG.1.4:        | Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.  
Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.  
Students will evaluate how the documents are connected to one another.  
Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.  
Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).  |
| SS.912.CG.1.5:        | Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.  
Students will explain how the structure and function of the U.S. government reflects these political principles.  
Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.  
Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).  |
| SS.912.CG.2.1:        | Explain the constitutional provisions that establish and affect citizenship.  
Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).  
Students will compare birthright citizenship, permanent residency and naturalization in the United States.  
Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).  |
| SS.912.CG.2.2:        | Explain the importance of political and civic participation to the success of the United States' constitutional republic.  
Students will discuss various ways in which U.S. citizens can exercise political and civic participation.  
Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).  
Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).  |
| SS.912.CG.2.8:        | Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.  
Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.  
Students will identify historical examples of interest groups, media and individuals influencing public policy.  
Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).  |
| SS.912.CG.3.2:        | Explain how the U.S. Constitution safeguards and limits individual rights.  
Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.  
Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.  |
| SS.912.CG.3.6:        | Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.  
Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).  
Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.  
Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.  
Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).  
Students will explain how reserved powers define issues as matters for the people or the state governments.  
Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.  |
| SS.912.G.1.4:         | Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.  
**Clarifications:** Examples are thematic, contour, and dot-density.  |
| MA.K12.MTR.1.1:       | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
- Recognize students’ effort when solving challenging problems.  
Demonstrate understanding by representing problems in multiple ways.  |
Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

**Clarifications:**

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

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

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Mathematicians who complete tasks with mathematical fluency:

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

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

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

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

**Clarifications:**

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

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

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

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

**Clarifications:**

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

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

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Mathematicians who assess the reasonableness of solutions:

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

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
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Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:

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

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

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

Cite evidence to explain and justify reasoning.

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

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

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

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

Read and comprehend grade-level complex texts proficiently.

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

Make inferences to support comprehension.

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

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

Clarifications:
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.

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

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

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

Use appropriate voice and tone when speaking or writing.

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

Formulate an effective long-term personal health plan.

Clarifications:
Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

Predict how healthy behaviors can affect health status.

Clarifications:
Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

Evaluate how environment and personal health are interrelated.

Clarifications:
Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

Propose strategies to reduce or prevent injuries and health problems.

Clarifications:
Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.2: **Clarifications:**
Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

HE.912.C.2.5: Evaluate the effect of media on personal and family health.

**Clarifications:**
Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

PE.912.L.3.2: **Clarifications:**
The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

PE.912.L.3.3: Identify a variety of activities that promote effective stress management.

PE.912.L.3.6: Identify risks and safety factors that may affect physical activity throughout life.

PE.912.L.4.1: Design a personal fitness program.

PE.912.L.4.4: Use available technology to assess, design and evaluate a personal fitness program.

PE.912.L.4.7: Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

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### General Course Information and Notes

**GENERAL NOTES**

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army Junior Reserve Officer Training Corps (JROTC). The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

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

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

**Additional Benchmarks Related to Career and Technical Education**

(Principles of Public Service Program):

**04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives**

04.01 Employ leadership skills to accomplish organizational goals and objectives.

04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.

04.03 Conduct and participate in meetings to accomplish work tasks.

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Educator Certifications

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
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<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
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<td>HE.912.C.1.3</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</td>
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<td>Propose strategies to reduce or prevent injuries and health problems.</td>
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<td>LAFS.910.W.2.6</td>
<td>Use technology, the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</td>
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<td>MAFS.912.S-ID.1.2</td>
<td>Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</td>
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<td>MAFS.912.S-MD.2.7</td>
<td>Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</td>
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<td>ELD.K12.ELL.SI.1</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
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The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

Instructional Practices:

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
   04.01 Employ leadership skills to accomplish organizational goals and objectives.
   04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
   04.03 Conduct and participate in meetings to accomplish work tasks.
   04.04 Employ mentoring skills to inspire and teach others.
   04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
   04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
   04.07 Identify and document workplace performance goals and monitor progress toward those goals. 04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

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**Clarifications:**  
Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.  
Examples are thematic, contour, and dot-density. |
| SS.912.G.1.4 | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks. |
### MA.K12.MTR.1.1:

- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1:

- Demonstrate understanding by representing problems in multiple ways.

**Mathematicians who demonstrate understanding by representing problems in multiple ways:**

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

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Build understanding through modeling and using manipulatives.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:

- Complete tasks with mathematical fluency.

**Mathematicians who complete tasks with mathematical fluency:**

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

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

### MA.K12.MTR.4.1:

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

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

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

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1:

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

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

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

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

**Assess the reasonableness of solutions.**

**Mathematicians who assess the reasonableness of solutions:**

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
### MA.K12.MTR.6.1:
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

### MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

### ELA.K12.EE.2.1:
Read and comprehend grade-level complex texts proficiently.

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

### ELA.K12.EE.3.1:
Make inferences to support comprehension.

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

### ELA.K12.EE.4.1:
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _______ because _______.“ The collaborative conversations are becoming academic conversations.

### ELA.K12.EE.5.1:
Use the accepted rules governing a specific format to create quality work.

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

### ELA.K12.EE.6.1:
Use appropriate voice and tone when speaking or writing.

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

### HE.912.B.6.4:
Formulate an effective long-term personal health plan.

**Clarifications:**
- Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

### HE.912.C.1.1:
Predict how healthy behaviors can affect health status.

**Clarifications:**
- Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

Evaluate how environment and personal health are interrelated.
HE.912.C.1.3: Clarifications:
Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

HE.912.C.1.4: Clarifications:
Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

HE.912.C.2.2: Clarifications:
Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner, students’ recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

HE.912.C.2.5: Clarifications:
Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

Evaluate the effect of media on personal and family health.

PE.912.L.3.2: Clarifications:
The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

Participate in a variety of activities that promote the health-related components of fitness.

PE.912.L.3.3: Clarifications:
Identify a variety of activities that promote effective stress management.

PE.912.L.3.6: Clarifications:
Identify risks and safety factors that may affect physical activity throughout life.

PE.912.L.4.1: Clarifications:
Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

Design a personal fitness program.

PE.912.L.4.4: Clarifications:
Use available technology to assess, design and evaluate a personal fitness program.

PE.912.L.4.7: Clarifications:
Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

ELD.K12.ELL.SI.1: Clarifications:
English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teachers the role of political parties in the election process.

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Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):
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04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
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04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

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

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**GENERAL INFORMATION**

**Course Number:** 1801310

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Army Jr ROTC>

**Abbreviated Title:** AR LEAD ED/TRAIN 2

**Course Length:** Year (Y)

**Course Level:** 2

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

**Course Type:** Elective Course

**Course Status:** State Board Approved

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

**Educator Certifications**

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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women, Jews, and other refugees.</td>
</tr>
<tr>
<td>SS.912.CG.1.4:</td>
<td>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</td>
</tr>
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<td><strong>Clarifications:</strong></td>
<td>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</td>
</tr>
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<td></td>
<td>Students will evaluate how the documents are connected to one another.</td>
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<td></td>
<td>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</td>
</tr>
<tr>
<td></td>
<td>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</td>
</tr>
<tr>
<td>SS.912.CG.1.5:</td>
<td>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will explain how the structure and function of the U.S. government reflects these political principles.</td>
</tr>
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<td></td>
<td>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</td>
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<td></td>
<td>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</td>
</tr>
<tr>
<td>SS.912.CG.2.2:</td>
<td>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</td>
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<tr>
<td></td>
<td>Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</td>
</tr>
<tr>
<td></td>
<td>Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</td>
</tr>
</tbody>
</table>
SS.912.CG.2.8: Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

SS.912.CG.3.2: Explain how the U.S. Constitution safeguards and limits individual rights.
- Students will identify individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

SS.912.CG.3.6: Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.
- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).
- Students will explain how reserved powers define issues as matters for the people or the state governments.
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.

SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Clarifications:
Examples are thematic, contour, and dot-density.

MA.K12.MTR.1.1: Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
Teachers who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1: Complete tasks with mathematical fluency.
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

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

MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.

Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

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

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

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

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

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

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

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

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

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

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

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

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

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

Cite evidence to explain and justify reasoning.

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

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

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

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

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

Read and comprehend grade-level complex texts proficiently.

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

Make inferences to support comprehension.

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

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

Clarifications:
### General Course Information and Notes

**GENERAL NOTES**

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 1. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teachers the role of political parties in the election process.

### Instructional Practices:

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading.
Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
  04.01 Employ leadership skills to accomplish organizational goals and objectives.
  04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
  04.03 Conduct and participate in meetings to accomplish work tasks.
  04.04 Employ mentoring skills to inspire and teach others.
  04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
  04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
  04.07 Identify and document workplace performance goals and monitor progress toward those goals.

04.08 Conduct technical research to gather information necessary for decision-making.

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

General Information

Course Number: 1801310
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Army Jr ROTC >
Abbreviated Title: AR LEAD ED/TRAIN 2
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
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<td>SS.912.A.45:</td>
<td>Examine causes, course, and consequences of United States involvement in World War I. <strong>Clarifications:</strong> Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson’s Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
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<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
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<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
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<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
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<td>SS.912.C.2.15:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
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<td>SS.912.C.3.14:</td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
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<td>SS.912.E.1.15:</td>
<td>Describe the risk and return profiles of various investment vehicles and the importance of diversification. <strong>Clarifications:</strong> Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.</td>
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<td>SS.912.E.2.11:</td>
<td>Assess the economic impact of negative and positive externalities on the local, state, and national environment. <strong>Clarifications:</strong> Examples of negative are pollution, global warming. Examples of positive are pure water, better air quality.</td>
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<td>SS.912.G.1.3:</td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
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<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
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<tr>
<td>HE.912.B.3.4:</td>
<td>Justify when professional health services or providers may be required. <strong>Clarifications:</strong> Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</td>
</tr>
<tr>
<td>HE.912.B.4.2:</td>
<td>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. <strong>Clarifications:</strong> Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</td>
</tr>
<tr>
<td>HE.912.B.4.4:</td>
<td>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. <strong>Clarifications:</strong> Verbal and written communication, active listening, and how to seek help for a friend.</td>
</tr>
<tr>
<td>HE.912.B.6.4:</td>
<td>Formulate an effective long-term personal health plan. <strong>Clarifications:</strong> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</td>
</tr>
<tr>
<td>HE.912.C.1.1:</td>
<td>Predict how healthy behaviors can affect health status. <strong>Clarifications:</strong> Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</td>
</tr>
<tr>
<td>HE.912.C.1.2:</td>
<td>Interpret the significance of interrelationships in mental/emotional, physical, and social health. <strong>Clarifications:</strong> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</td>
</tr>
<tr>
<td>HE.912.E.1.15:</td>
<td>Evaluate how environment and personal health are interrelated.</td>
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**Army: Leadership Education and Training**

**3 (#1801320) 2015 - 2022 (current)**
Clarifications:
Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

Propose strategies to reduce or prevent injuries and health problems.

Clarifications:
Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

Compare how peers influence healthy and unhealthy behaviors.

Clarifications:
Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

Evaluate the effect of media on personal and family health.

Clarifications:
Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

Participate in a variety of activities that promote the health-related components of fitness.

Clarifications:
The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

Identify a variety of activities that promote effective stress management.

Design a personal fitness program.

Use available technology to assess, design and evaluate a personal fitness program.

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

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GENERAL INFORMATION

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Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult
Education Courses > Subject: JROTC and Military Training > SubSubject: Army Jr ROTC >
Abbreviated Title: AR LEAD ED/TRAIN 3
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Course Length: Year (Y)
Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
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</tr>
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<td>SS.912.G.1.4:</td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td>HE.912.B.3.4:</td>
<td>Justify when professional health services or providers may be required. <strong>Clarifications:</strong> Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.</td>
</tr>
<tr>
<td>HE.912.B.4.2:</td>
<td>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. <strong>Clarifications:</strong> Validate other’s opinions, use direct statement, use active statement, and offer alternatives.</td>
</tr>
<tr>
<td>HE.912.B.4.4:</td>
<td>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others. <strong>Clarifications:</strong> Verbal and written communication, active listening, and how to seek help for a friend.</td>
</tr>
<tr>
<td>HE.912.B.6.4:</td>
<td>Formulate an effective long-term personal health plan. <strong>Clarifications:</strong> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</td>
</tr>
<tr>
<td>HE.912.C.1.1:</td>
<td>Predict how healthy behaviors can affect health status. <strong>Clarifications:</strong> Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</td>
</tr>
<tr>
<td>HE.912.C.1.2:</td>
<td>Interpret the significance of interrelationships in mental/emotional, physical, and social health. <strong>Clarifications:</strong> Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</td>
</tr>
<tr>
<td>HE.912.C.1.5:</td>
<td>Evaluate how environment and personal health are interrelated.</td>
</tr>
<tr>
<td>HE.912.C.1.3:</td>
<td><strong>Clarifications:</strong> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</td>
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<tr>
<td>HE.912.C.1.4:</td>
<td><strong>Clarifications:</strong> Proposal strategies to reduce or prevent injuries and health problems.</td>
</tr>
<tr>
<td>HE.912.C.2.2:</td>
<td><strong>Clarifications:</strong> Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</td>
</tr>
</tbody>
</table>
| HE.912.C.2.5: | **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.1.1: | **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach. |
| MA.K12.MTR.2.1: | **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1: | **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations. |
| MA.K12.MTR.4.1: | **Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence. |
Use patterns and structure to help understand and connect mathematical concepts.

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

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

**Clarifications:**

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

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

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

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

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

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

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

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

**Clarifications:**

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

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

Participate in a variety of activities that promote the health-related components of fitness.

**Clarifications:**

The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

**Clarifications:**

Identify a variety of activities that promote effective stress management.

**Clarifications:**

Identify risks and safety factors that may affect physical activity throughout life.

**Clarifications:**

Design a personal fitness program.

**Clarifications:**

Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

Use available technology to assess, design and evaluate a personal fitness program.

**Clarifications:**

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Cite evidence to explain and justify reasoning.

**Clarifications:**

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

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

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

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

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
Read and comprehend grade-level complex texts proficiently.

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

Make inferences to support comprehension.

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

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

Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ________ because _______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills.
Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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

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

Use appropriate voice and tone when speaking or writing.

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

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

Instructional Practices:

Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

**04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives**
- **04.01** Employ leadership skills to accomplish organizational goals and objectives.
- **04.02** Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
- **04.03** Conduct and participate in meetings to accomplish work tasks.
- **04.04** Employ mentoring skills to inspire and teach others.
- **04.05** Employ critical thinking skills independently and in teams to solve problems and make decisions.
- **04.06** Employ critical thinking and interpersonal skills to resolve conflicts.
- **04.07** Identify and document workplace performance goals and monitor progress toward those goals.
- **04.08** Conduct technical research to gather information necessary for decision-making.

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

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional
purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

**Course Number:** 1801320  
**Number of Credits:** One (1) credit  
**Course Type:** Elective Course  
**Course Status:** State Board Approved  
**Grade Level(s):** 9, 10, 11, 12

**Course Path:** Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Army Jr ROTC >  
**Abbreviated Title:** AR LEAD ED/TRAIN 3  
**Course Length:** Year (Y)  
**Course Level:** 2

**Educator Certifications**

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)  
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.

Clarifications:
- Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

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

SS.912.CG.1.4: Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.
- Students will evaluate how the documents are connected to one another.
- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

SS.912.CG.1.5: Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

- Students will explain how the structure and function of the U.S. government reflects these political principles.
- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.
- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).

SS.912.CG.2.2: Explain the importance of political and civic participation to the success of the United States' constitutional republic.

- Students will discuss various ways in which U.S. citizens can exercise political and civic participation.
- Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).
- Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).

SS.912.CG.2.8: Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.

- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will identify historical examples of interest groups, media and individuals influencing public policy.
- Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

SS.912.CG.3.2: Explain how the U.S. Constitution safeguards and limits individual rights.

- Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.
- Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.

SS.912.CG.3.6: Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.

- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.
- Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).
- Students will explain how reserved powers define issues as matters for the people or the state governments.
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States' Federalism.

SS.912.E.1.15: Describe the risk and return profiles of various investment vehicles and the importance of diversification.

Clarifications:
- Examples are savings accounts, certificates of deposit, stocks, bonds, mutual funds, Individual Retirement Accounts.

SS.912.E.2.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.

Clarifications:
- Examples of negative are pollution, global warming.
- Examples of positive are pure water, better air quality.

SS.912.G.1.3: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Clarifications:
- Students will analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
### HE.912.B.3.4:
**Examples are thematic, contour, and dot-density.**

**Clarifications:**
- Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.

### HE.912.B.4.2:
**Justify when professional health services or providers may be required.**

**Clarifications:**
- Validate other’s opinions, use direct statement, use active statement, and offer alternatives.

### HE.912.B.4.4:
**Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.**

**Clarifications:**
- Verbal and written communication, active listening, and how to seek help for a friend.

### HE.912.B.6.4:
**Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.**

**Clarifications:**
- Formulate an effective long-term personal health plan.
- Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

### HE.912.C.1.1:
**Predict how healthy behaviors can affect health status.**

**Clarifications:**
- Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

### HE.912.C.1.2:
**Interpret the significance of interrelationships in mental/emotional, physical, and social health.**

**Clarifications:**
- Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.

### HE.912.C.1.3:
**Evaluate how environment and personal health are interrelated.**

**Clarifications:**
- Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

### HE.912.C.1.4:
**Propose strategies to reduce or prevent injuries and health problems.**

**Clarifications:**
- Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

### HE.912.C.2.2:
**Compare how peers influence healthy and unhealthy behaviors.**

**Clarifications:**
- Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner; students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

### HE.912.C.2.5:
**Evaluate the effect of media on personal and family health.**

**Clarifications:**
- Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

### MA.K12.MTR.1.1:
**Mathematicians who participate in effortful learning both individually and with others:**
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students' ability to analyze and problem solve.
  - Recognize students' effort when solving challenging problems.

### MA.K12.MTR.2.1:
**Mathematicians who demonstrate understanding by representing problems in multiple ways:**
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

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

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

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

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

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

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

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Participate in a variety of activities that promote the health-related components of fitness.
| Clarifications: | The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. |
| PE.912.L.3.2:  | Identify a variety of activities that promote effective stress management. |
| PE.912.L.3.3:  | Identify risks and safety factors that may affect physical activity throughout life. |
| PE.912.L.3.6:  | Design a personal fitness program. |
| PE.912.L.4.1:  | Clarifications: Some examples of things to consider when designing a personal fitness program are timelines and current fitness level. |
| PE.912.L.4.4:  | Use available technology to assess, design and evaluate a personal fitness program. |
| PE.912.L.4.7:  | Evaluate how to make changes in an individual wellness plan as lifestyle changes occur. |
| PE.912.R.6.1:  | Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle. |
| Clarifications: | Cite evidence to explain and justify reasoning. |
| ELA.K12.EE.1.1: | Read and comprehend grade-level complex texts proficiently. |
| Clarifications: | See Text Complexity for grade-level complexity bands and a text complexity rubric. |
| ELA.K12.EE.2.1: | Make inferences to support comprehension. |
| Clarifications: | Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. |
| ELA.K12.EE.3.1: | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. |
| Clarifications: | In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because ______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |
| ELA.K12.EE.4.1: | Use the accepted rules governing a specific format to create quality work. |
| Clarifications: | Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |
| ELA.K12.EE.5.1: | Use appropriate voice and tone when speaking or writing. |
| Clarifications: | In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. |
| ELA.K12.EE.6.1: | English language learners communicate for social and instructional purposes within the school setting. |

**General Course Information and Notes**

**GENERAL NOTES**

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 2. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

**Instructional Practices:**

Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading
passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
  04.01 Employ leadership skills to accomplish organizational goals and objectives.
  04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
  04.03 Conduct and participate in meetings to accomplish work tasks.
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GENERAL INFORMATION

Course Number: 1801320
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Army Jr ROTC
Abbreviated Title: AR LEAD ED/TRAIN 3
Course Length: Year (Y)
Course Level: 2

Educator Certifications
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**Course Standards**

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GENERAL INFORMATION

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Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Army Jr ROTC >
Abbreviated Title: AR LEAD ED/TRAIN 4
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
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Jews, and other refugees.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

SS.912.C.2.6: Evaluate the importance of political participation and civic participation.

SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).

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

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

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

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

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

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

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

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**MA.K12.MTR.5.1:**
Decompose a complex problem into manageable parts.
Relate previously learned concepts to new concepts.
Look for similarities among problems.
Connect solutions of problems to more complicated large-scale situations.

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- Indicate how various concepts can be applied to other disciplines.

**MA.K12.MTR.6.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

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

**MA.K12.MTR.7.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

**PE.912.L.3.2:**
Participate in a variety of activities that promote the health-related components of fitness.

**Clarifications:**
The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

**PE.912.L.3.3:**
Identify a variety of activities that promote effective stress management.

**PE.912.L.3.6:**
Identify risks and safety factors that may affect physical activity throughout life.

**PE.912.L.4.1:**
Design a personal fitness program.

**Clarifications:**
Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

**PE.912.L.4.4:**
Use available technology to assess, design and evaluate a personal fitness program.

**PE.912.L.4.7:**
Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

**PE.912.R.6.1:**
Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Cite evidence to explain and justify reasoning.

**ELA.K12.EE.1.1:**
Read and comprehend grade-level complex texts proficiently.

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

**ELA.K12.EE.2.1:**
Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully.
- In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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

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

Use appropriate voice and tone when speaking or writing.

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

English language learners communicate for social and instructional purposes within the school setting.

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<td>HE.912.B.6.4:</td>
<td>Formulate an effective long-term personal health plan.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</td>
</tr>
<tr>
<td>HE.912.C.1.1:</td>
<td>Predict how healthy behaviors can affect health status.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</td>
</tr>
<tr>
<td>HE.912.C.1.2:</td>
<td>Interpret the significance of interrelationships in mental/emotional, physical, and social health.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.</td>
</tr>
<tr>
<td>HE.912.C.1.3:</td>
<td>Evaluate how environment and personal health are interrelated.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</td>
</tr>
<tr>
<td>HE.912.C.1.4:</td>
<td>Propose strategies to reduce or prevent injuries and health problems.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</td>
</tr>
<tr>
<td>HE.912.C.2.2:</td>
<td>Compare how peers influence healthy and unhealthy behaviors.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</td>
</tr>
<tr>
<td>HE.912.C.2.5:</td>
<td>Evaluate the effect of media on personal and family health.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</td>
</tr>
<tr>
<td>SS.912.A.1.2:</td>
<td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples of primary and secondary sources may be found on various websites such as the site for The Kinsey Collection.</td>
</tr>
<tr>
<td>SS.912.A.6.1:</td>
<td>Examine causes, course, and consequences of World War II on the United States and the world.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, rise of dictators, attack on Pearl Harbor, Nazi party, American neutrality, D-Day, Battle of the Bulge, War in the Pacific, internment camps, Holocaust, Yalta.</td>
</tr>
<tr>
<td>SS.912.A.6.1:</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.6.1:</td>
<td>Explain the impact of World War II on domestic government policy.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, rationing, national security, civil rights, increased job opportunities for African Americans, women,</td>
</tr>
</tbody>
</table>
### SS.912.A.6.5:
Jews, and other refugees.

This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 40-42. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.CG.1.5:
<table>
<thead>
<tr>
<th>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will explain how the structure and function of the U.S. government reflects these political principles.</strong></td>
</tr>
<tr>
<td><strong>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</strong></td>
</tr>
<tr>
<td><strong>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</strong></td>
</tr>
</tbody>
</table>

### SS.912.CG.2.2:
<table>
<thead>
<tr>
<th>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</strong></td>
</tr>
<tr>
<td><strong>Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</strong></td>
</tr>
<tr>
<td><strong>Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</strong></td>
</tr>
</tbody>
</table>

### SS.912.CG.3.2:
<table>
<thead>
<tr>
<th>Explain how the U.S. Constitution safeguards and limits individual rights.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</strong></td>
</tr>
<tr>
<td><strong>Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</strong></td>
</tr>
</tbody>
</table>

### SS.912.CG.3.6:
<table>
<thead>
<tr>
<th>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</strong></td>
</tr>
<tr>
<td><strong>Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</strong></td>
</tr>
<tr>
<td><strong>Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</strong></td>
</tr>
<tr>
<td><strong>Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</strong></td>
</tr>
<tr>
<td><strong>Students will explain how reserved powers define issues as matters for the people or the state governments.</strong></td>
</tr>
<tr>
<td><strong>Students will compare the roles of expressed, implied, concurrent and reserved powers in United States' federalism.</strong></td>
</tr>
</tbody>
</table>

### SS.912.G.1.3:
<table>
<thead>
<tr>
<th>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematicians who participate in effortful learning both individually and with others:</strong></td>
</tr>
<tr>
<td><strong>Analyze the problem in a way that makes sense given the task.</strong></td>
</tr>
<tr>
<td><strong>Ask questions that will help with solving the task.</strong></td>
</tr>
<tr>
<td><strong>Build perseverance by modifying methods as needed while solving a challenging task.</strong></td>
</tr>
<tr>
<td><strong>Stay engaged and maintain a positive mindset when working to solve tasks.</strong></td>
</tr>
<tr>
<td><strong>Help and support each other when attempting a new method or approach.</strong></td>
</tr>
</tbody>
</table>

### MA.K12.MTR.1.1:
<table>
<thead>
<tr>
<th>Clarifications: Teachers who encourage students to participate actively in effortful learning both individually and with others:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultivate a community of growth mindset learners.</strong></td>
</tr>
<tr>
<td><strong>Foster perseverance in students by choosing tasks that are challenging.</strong></td>
</tr>
<tr>
<td><strong>Develop students' ability to analyze and problem solve.</strong></td>
</tr>
<tr>
<td><strong>Recognize students' effort when solving challenging problems.</strong></td>
</tr>
</tbody>
</table>

### MA.K12.MTR.2.1:
<table>
<thead>
<tr>
<th>Demonstrate understanding by representing problems in multiple ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematicians who demonstrate understanding by representing problems in multiple ways:</strong></td>
</tr>
<tr>
<td><strong>Build understanding through modeling and using manipulatives.</strong></td>
</tr>
<tr>
<td><strong>Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</strong></td>
</tr>
<tr>
<td><strong>Progress from modeling problems with objects and drawings to using algorithms and equations.</strong></td>
</tr>
<tr>
<td><strong>Express connections between concepts and representations.</strong></td>
</tr>
<tr>
<td><strong>Choose a representation based on the given context or purpose.</strong></td>
</tr>
</tbody>
</table>

### MA.K12.MTR.3.1:
<table>
<thead>
<tr>
<th>Clarifications: Teachers who encourage students to complete tasks with mathematical fluency:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.</strong></td>
</tr>
<tr>
<td><strong>Offer multiple opportunities for students to practice efficient and generalizable methods.</strong></td>
</tr>
<tr>
<td><strong>Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.</strong></td>
</tr>
</tbody>
</table>

### Engage in discussions that reflect on the mathematical thinking of self and others.
| Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: |
Communicate mathematical ideas, vocabulary and methods effectively.
Analyze the mathematical thinking of others.
Compare the efficiency of a method to those expressed by others.
Recognize errors and suggest how to correctly solve the task.
Justify results by explaining methods and processes.
Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

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

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

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

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

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

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

Participate in a variety of activities that promote the health-related components of fitness.

Clarifications:
The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

Identify a variety of activities that promote effective stress management.

Identify risks and safety factors that may affect physical activity throughout life.

Design a personal fitness program.

Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

Use available technology to assess, design and evaluate a personal fitness program.

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Cite evidence to explain and justify reasoning.
### General Course Information and Notes

**GENERAL NOTES**

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training 3. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.

**Instructional Practices:**

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

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

**Additional Benchmarks Related to Career and Technical Education**

**Principles of Public Service Program:**

- **04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives**
  - 04.01 Employ leadership skills to accomplish organizational goals and objectives.
  - 04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
  - 04.03 Conduct and participate in meetings to accomplish work tasks.
Employ mentoring skills to inspire and teach others.
Employ critical thinking skills independently and in teams to solve problems and make decisions.
Employ critical thinking and interpersonal skills to resolve conflicts.
Identify and document workplace performance goals and monitor progress toward those goals.

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

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

GENERAL INFORMATION

Course Number: 1801330
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Army Jr ROTC
Abbreviated Title: AR LEAD ED/TRAIN 4
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12
Course Length: Year (Y)
Course Level: 2

Educator Certifications
Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SS.912.A.2.1</strong></td>
<td>Review causes and consequences of the Civil War.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.</td>
</tr>
<tr>
<td><strong>SS.912.A.2.2</strong></td>
<td>Assess the influence of significant people or groups on Reconstruction.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.</td>
</tr>
<tr>
<td><strong>SS.912.A.3.2</strong></td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>SS.912.A.3.3</strong></td>
<td>Compare the first and second Industrial Revolutions in the United States.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td><strong>SS.912.A.4.5</strong></td>
<td>Examine causes, course, and consequences of United States involvement in World War I.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</td>
</tr>
<tr>
<td><strong>SS.912.C.2.2</strong></td>
<td>Evaluate the importance of political participation and civic participation.</td>
</tr>
<tr>
<td><strong>SS.912.C.2.6</strong></td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
<tr>
<td><strong>SS.912.C.2.15</strong></td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
</tr>
<tr>
<td><strong>SS.912.C.3.14</strong></td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
</tr>
<tr>
<td><strong>SS.912.G.1.3</strong></td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
</tr>
<tr>
<td><strong>SS.912.G.1.4</strong></td>
<td>Clarifications: Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td><strong>SS.912.G.4.2</strong></td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
</tr>
<tr>
<td><strong>PE.912.L.3.2</strong></td>
<td>Participate in a variety of activities that promote the health-related components of fitness.</td>
</tr>
<tr>
<td><strong>PE.912.L.3.3</strong></td>
<td>Identify a variety of activities that promote effective stress management.</td>
</tr>
<tr>
<td><strong>PE.912.L.3.6</strong></td>
<td>Identify risks and safety factors that may affect physical activity throughout life.</td>
</tr>
<tr>
<td><strong>PE.912.L.4.1</strong></td>
<td>Design a personal fitness program.</td>
</tr>
<tr>
<td><strong>PE.912.L.4.4</strong></td>
<td>Use available technology to assess, design and evaluate a personal fitness program.</td>
</tr>
<tr>
<td><strong>PE.912.L.4.7</strong></td>
<td>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</td>
</tr>
</tbody>
</table>
Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

**LAFS.910.SL.1.1:**

- Evaluate how environment and personal health are interrelated.
- Evaluate the effect of media on personal and family health.
- Propose strategies to reduce or prevent injuries and health problems.
- Compare how peers influence healthy and unhealthy behaviors.
- Clarifications: Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

**LAFS.910.RI.2.4:**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**LAFS.910.R.Z.3.1:**

- Propose strategies to reduce or prevent injuries and health problems.
- Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

**LAFS.1112.RST.2.4:**

- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**LAFS.1112.RST.3.7:**

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**LAFS.1112.RST.3.7:**

- Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

### General Course Information and Notes

**General Course Information and Notes**

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

**Special Notes:**

- Clarifications: Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

- **HE.912.B.6.4:**
  - **Clarifications:** Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.
  - **Predict how healthy behaviors can affect health status.**

- **HE.912.C.1.1:**
  - **Clarifications:** Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
  - **Evaluate how environment and personal health are interrelated.**

- **HE.912.C.1.3:**
  - **Clarifications:** Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
  - **Propose strategies to reduce or prevent injuries and health problems.**

- **HE.912.C.2.2:**
  - **Clarifications:** Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
  - **Compare how peers influence healthy and unhealthy behaviors.**

- **HE.912.C.2.5:**
  - **Clarifications:** Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.
  - **Evaluate the effect of media on personal and family health.**

- **HE.912.R.6.1:**
  - **Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.**

- **PE.912.R.6.1:**
  - **Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.**
Instructional Practices:
Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

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

GENERAL INFORMATION

Course Number: 1802300
Course Path: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Navy Jr ROTC
Abbreviated Title: NAVAL SCI 1
Course Length: Year (Y)
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Educator Certifications

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
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</table>
| SS.912.A.2.1: | Evaluate causes and consequences of the Civil War.  
**Clarifications:** Examples may include, but are not limited to, slavery, states' rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on this benchmark as assessed in the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.2: | Assess the influence of significant people or groups on Reconstruction.  
**Clarifications:** Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on this benchmark as assessed in the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.2.3: | Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.  
**Clarifications:** Examples may include but are not limited to, trade, development of new industries.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated on the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.2: | Compare the first and second Industrial Revolutions in the United States.  
**Clarifications:** Examples may include but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated on the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.4.5: | Examine causes, course, and consequences of United States involvement in World War I.  
**Clarifications:** Examples may include but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated on the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.C.2.2: | Evaluate the importance of political participation and civic participation.  
**Clarifications:** Examples are thematic, contour, and dot-density.  
**MA.K12.MTR.1.1:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve. |
| SS.912.C.2.6: | Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.  
**Clarifications:** Examples are thematic, contour, and dot-density.  
**MA.K12.MTR.1.1:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve. |
| SS.912.C.2.15: | Employ geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.  
**Clarifications:** Examples are thematic, contour, and dot-density.  
**MA.K12.MTR.1.1:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve. |
Recognize students' effort when solving challenging problems.

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

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

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

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

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

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

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

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

<table>
<thead>
<tr>
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<tbody>
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<td>Identify a variety of activities that promote effective stress management.</td>
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<tr>
<td>Identify risks and safety factors that may affect physical activity throughout life.</td>
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<tr>
<td>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</td>
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<tr>
<td>Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.</td>
<td></td>
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</tbody>
</table>

**MA.K12.MTR.7.1:**

**Clarifications:**

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

**PE.912.L.3.2:**

**Clarifications:**

The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

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<td>Participate in a variety of activities that promote the health-related components of fitness.</td>
<td></td>
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**ELA.K12.EE.1.1:**

**Clarifications:**

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

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

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

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

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

**MA.K12.MTR.7.1:**

**Clarifications:**

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

**ELA.K12.EE.4.1:**

**Clarifications:**

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

**ELA.K12.EE.5.1:**

**Clarifications:**

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

**ELA.K12.EE.6.1:**

**Clarifications:**

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

**HE.912.B.6.4:**

**Clarifications:**

Formulate an effective long-term personal health plan.
Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health. Predict how healthy behaviors can affect health status.

HE.912.C.1.1: Clarifications: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

HE.912.C.1.3: Clarifications: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

HE.912.C.1.4: Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

HE.912.C.2.2: Clarifications: Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students’ recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

HE.912.C.2.5: Clarifications: Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES
The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America’s future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

Special Notes:
Instructional Practices:
Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

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

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
## GENERAL INFORMATION

**Course Number:** 1802300

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

**Course Type:** Elective Course

**Course Status:** State Board Approved

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

**Course Path:**

- **Section:** Grades PreK to 12 Education Courses
- **Grade Group:** Grades 9 to 12 and Adult Education Courses
- **Subject:** JROTC and Military Training
- **SubSubject:** Navy Jr. ROTC

**Abbreviated Title:** NAVAL SCI 1

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** State Board Approved

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

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### Educator Certifications

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<td>SS.912.A.2.1</td>
<td>Review causes and consequences of the Civil War. <strong>Clarifications:</strong> Examples may include, but are not limited to, slavery, states’ rights, territorial claims, abolitionist movement, regional differences, Reconstruction, 13th, 14th, and 15th amendments. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is assessed view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.2.2</td>
<td>Assess the influence of significant people or groups on Reconstruction. <strong>Clarifications:</strong> Examples may include, but are not limited to, Alexander H. Stephens, Andrew Johnson, carpetbaggers, Charles Sumner, Elizabeth Cady Stanton, Frederick Douglass, Hiram Revels, Hiram Rhodes Revels, Jefferson Davis, Ku Klux Klan, Oliver O. Howard, Radical Republicans, Rutherford B. Hayes, scalawags, Thaddeus Stevens, Ulysses S. Grant, and William T. Sherman. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 19-21. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.3.2</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century. <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.3.3</td>
<td>Compare the first and second Industrial Revolutions in the United States. <strong>Clarifications:</strong> Examples may include, but are not limited to, trade, development of new industries. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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| **SS.912.CG.2.2:** | Explain the importance of political and civic participation to the success of the United States’ constitutional republic.  
- Students will discuss various ways in which U.S. citizens can exercise political and civic participation.  
- Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women’s Suffrage Movement).  
- Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting). |
| **SS.912.CG.2.8:** | Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.  
- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.  
- Students will identify historical examples of interest groups, media and individuals influencing public policy.  
- Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era). |
| **SS.912.CG.3.6:** | Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.  
- Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).  
- Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.  
- Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.  
- Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).  
- Students will explain how reserved powers define issues as matters for the people or the state governments.  
- Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism. |
<p>| <strong>SS.912.G.1.3:</strong> | Employ applicable units of measurement and scale to solve simple locational problems using maps and globes. |
| <strong>SS.912.G.1.4:</strong> | Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. |</p>
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<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
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| Mathematicians who participate in effortful learning both individually and with others: | - Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach. |
| **MA.K12.MTR.1.1:** | Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose. |
| Clarifications: | Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
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| **MA.K12.MTR.2.1:** | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations. |
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- Guide students from concrete to pictorial to abstract representations as understanding progresses.
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**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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• Construct possible arguments based on evidence.

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

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

By using patterns and structure to help understand and connect mathematical concepts:

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

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

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

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

**MA.K12.MTR.5.1:** Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:

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

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

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

Mathematicians who apply mathematics to real-world contexts:

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

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

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.
| **PE.912.L.3.2:** | Participate in a variety of activities that promote the health-related components of fitness.  
**Clarifications:**  
The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. |
| **PE.912.L.3.3:** | Identify a variety of activities that promote effective stress management. |
| **PE.912.L.3.6:** | Identify risks and safety factors that may affect physical activity throughout life. |
| **PE.912.L.4.1:** | Design a personal fitness program.  
**Clarifications:**  
Some examples of things to consider when designing a personal fitness program are timelines and current fitness level. |
| **PE.912.L.4.4:** | Use available technology to assess, design and evaluate a personal fitness program. |
| **PE.912.L.4.7:** | Evaluate how to make changes in an individual wellness plan as lifestyle changes occur. |
| **PE.912.R.6.1:** | Discuss opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle. |
| **ELA.K12.EE.1.1:** | Cite evidence to explain and justify reasoning.  
**Clarifications:**  
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  
2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  
4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  
6-8 Students continue with previous skills and use a style guide to create a proper citation.  
9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Clarifications</th>
</tr>
</thead>
</table>
| **ELA.K12.EE.2.1:** | Read and comprehend grade-level complex texts proficiently.  
**Clarifications:**  
See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric. |
| **ELA.K12.EE.3.1:** | Make inferences to support comprehension.  
**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. |
| **ELA.K12.EE.4.1:** | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  
**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because _______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |
| **ELA.K12.EE.5.1:** | Use the accepted rules governing a specific format to create quality work.  
**Clarifications:**  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |
| **ELA.K12.EE.6.1:** | Use appropriate voice and tone when speaking or writing.  
**Clarifications:**  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. |
| **HE.912.B.6.4:** | Formulate an effective long-term personal health plan.  
**Clarifications:**  
Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health. |
<p>| <strong>HE.912.C.1.1:</strong> | Predict how healthy behaviors can affect health status. |</p>
<table>
<thead>
<tr>
<th>Clarifications:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Making positive choices/avoiding risky behaviors: healthy food, substance</td>
<td>Dalab, and healthy relationship skills; regular medical and dental</td>
</tr>
<tr>
<td>screenings; regular physical activity, and workplace safety.</td>
<td></td>
</tr>
<tr>
<td>HE.912.C.1.3:</td>
<td>Evaluate how environment and personal health are interrelated.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</td>
</tr>
<tr>
<td>HE.912.C.1.4:</td>
<td>Propose strategies to reduce or prevent injuries and health problems.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory vaccinations, healthy relationship skills, and improved inspection of food sources.</td>
</tr>
<tr>
<td>HE.912.C.2.2:</td>
<td>Compare how peers influence healthy and unhealthy behaviors.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</td>
</tr>
<tr>
<td>HE.912.C.2.5:</td>
<td>Evaluate the effect of media on personal and family health.</td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</td>
</tr>
<tr>
<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
</tr>
</tbody>
</table>

**General Course Information and Notes**

**GENERAL NOTES**

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.
Special Notes:

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

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

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and
discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

General Information

Course Number: 1802300

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Navy Jr ROTC > Abbreviated Title: NAVAL SCI 1

Number of Credits: One (1) credit

Course Attributes:

- Florida Standards Course

Course Type: Elective Course

Course Status: Draft – Course Pending Approval

Course Level: 2

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

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

There are more than 683 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:
https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/PreviewCourse/Preview/21623
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.3.2:</td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
</tr>
</tbody>
</table>

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

| SS.912.A.3.3:         | Compare the first and second Industrial Revolutions in the United States.                        |

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

| SS.912.A.3.4:         | Examine causes, course, and consequences of United States involvement in World War I.            |

**Clarifications:**
Examples may include, but are not limited to, trade, development of new industries.

| SS.912.C.2.2:         | Evaluate the importance of political participation and civic participation.                     |
| SS.912.C.2.6:         | Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. |
| SS.912.C.2.15:        | Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. |
| SS.912.C.3.14:        | Examine constitutional powers (expressed, implied, concurrent, reserved).                      |
| SS.912.G.1.3:         | Employ applicable units of measurement and scale to solve simple locational problems using maps and globes. |
| SS.912.G.1.4:         | Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. |

**Clarifications:**
Examples are thematic, contour, and dot-density.

| SS.912.G.4.2:         | Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. |
| SC.912.E.5.2:         | Identify patterns in the organization and distribution of matter in the universe and the forces that determine them. |
| SC.912.E.6.4:         | Analyze how specific geologic processes and features are expressed in Florida and elsewhere.  |
| SC.912.E.6.5:         | Describe the geologic development of the present day oceans and identify commonly found features. |
| SC.912.E.7.2:         | Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator. |
| SC.912.L.17.2:        | Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature. |
| SC.912.L.17.3:        | Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms. |
| SC.912.P.10.1:        | Differentiate among the various forms of energy and recognize that they can be transformed from one form to others. |
| LAFS.1112.RST.2.4:    | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |
| LAFS.1112.RST.3.7:    | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |

**LAFS.910.L.3.4:**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**LAFS.910.RL.2.4:**
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of
General Course Information and Notes

**GENERAL NOTES**

The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, land forms, climate, soil, bodies of water, people, governments, the military, and geopolitics.

**Special Notes:**

**Instructional Practices:**

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

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

(Principles of Public Service Program):

**04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives**

- **04.01** Employ leadership skills to accomplish organizational goals and objectives.
- **04.02** Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
- **04.03** Conduct and participate in meetings to accomplish work tasks.
- **04.04** Employ mentoring skills to inspire and teach others.
- **04.05** Employ critical thinking skills independently and in teams to solve problems and make decisions.
- **04.06** Employ critical thinking and interpersonal skills to resolve conflicts.
- **04.07** Identify and document workplace performance goals and monitor progress toward those goals.
- **04.08** Conduct technical research to gather information necessary for decision-making.

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

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

- **Course Number:** 1802310
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12

- **Course Path:**
  - Section: Grades PreK to 12 Education
  - Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Navy Jr ROTC
- **Abbreviated Title:** NAVAL SCI 2
- **Course Length:** Year (Y)
- **Course Level:** 2
## Educator Certifications

<table>
<thead>
<tr>
<th>Certification</th>
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<tbody>
<tr>
<td>Junior Reserve Officer Training Corps (JROTC) (Career &amp; Technical)</td>
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<td>Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)</td>
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</tbody>
</table>
Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

Compare the first and second Industrial Revolutions in the United States.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Examples may include, but are not limited to, trade, development of new industries.

Examine causes, course, and consequences of United States involvement in World War I.

**Clarifications:**
Examples may include but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

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

### Mathematics

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

**Clarifications:**
Examples are thematic, contour, and dot-density.

### Mathematics

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

**Clarifications:**
Examples are thematic, contour, and dot-density.

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

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

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

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

**Clarifications:**
Mathematics who demonstrate understanding by representing problems in multiple ways:

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

**Clarifications:**
Mathematics who complete tasks with mathematical fluency:
MA.K12.MTR.3.1: Select efficient and appropriate methods for solving problems within the given context.
Maintain flexibility and accuracy while performing procedures and mental calculations.
Complete tasks accurately and with confidence.
Adapt procedures to apply them to a new context.
Use feedback to improve efficiency when performing calculations.

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

MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Clarifications:
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

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

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

MA.K12.MTR.7.1: Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

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

SC.912.E.5.2: Identify patterns in the organization and distribution of matter in the universe and the forces that determine them.
SC.912.E.6.4: Analyze how specific geologic processes and features are expressed in Florida and elsewhere.
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<td>Describe the geologic development of the present day oceans and identify commonly found features.</td>
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<tr>
<td>SC.912.E.7.2</td>
<td>Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.</td>
</tr>
<tr>
<td>SC.912.L.17.2</td>
<td>Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.</td>
</tr>
<tr>
<td>SC.912.L.17.3</td>
<td>Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.</td>
</tr>
<tr>
<td>SC.912.P.10.1</td>
<td>Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.</td>
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**Clariﬁcations:**

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

**General Course Information and Notes**

**GENERAL NOTES**

The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, land forms, climate, soil, bodies of water, people, governments, the military, and geopolitics.

**Special Notes:**

- Instructional Practices:

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

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

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

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GENERAL INFORMATION

Course Number: 1802310
Course Path: Section: Grades PreK to 12 Education
Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Navy Jr ROTC
Abbreviated Title: NAVAL SCI 2
Course Length: Year (Y)
Course Level: 2

Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-Issued Employment Certificate)
Naval Science 2 (#1802310) 2023 - And Beyond

This document was generated on CPALMS - www.cpalms.org
You are not viewing the current course, please click the current year’s tab.

Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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</table>
| SS.912.A.3.2:    | Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
| SS.912.A.3.3:    | Compare the first and second Industrial Revolutions in the United States.  
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| SS.912.A.4.5:    | Examine causes, course, and consequences of United States involvement in World War I.  
**Clarifications:** Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, |
Zimmerman Note, the *Lusitania*, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

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

<table>
<thead>
<tr>
<th>SS.912.CG.2.2:</th>
<th>Explain the importance of political and civic participation to the success of the United States’ constitutional republic.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</td>
</tr>
<tr>
<td></td>
<td>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women’s Suffrage Movement).</td>
</tr>
<tr>
<td></td>
<td>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS.912.CG.2.8:</th>
<th>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</th>
</tr>
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<tr>
<td></td>
<td>• Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</td>
</tr>
<tr>
<td></td>
<td>• Students will identify historical examples of interest groups, media and individuals influencing public policy.</td>
</tr>
<tr>
<td></td>
<td>• Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</td>
</tr>
</tbody>
</table>

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<th>SS.912.CG.3.6:</th>
<th>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</th>
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<td>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</td>
</tr>
<tr>
<td></td>
<td>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</td>
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<td></td>
<td>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</td>
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<td></td>
<td>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</td>
</tr>
<tr>
<td><strong>SS.912.G.1.3:</strong></td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
</tr>
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<td><strong>SS.912.G.1.4:</strong></td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps. <strong>Clarifications:</strong> Examples are thematic, contour, and dot-density.</td>
</tr>
<tr>
<td><strong>SS.912.G.4.2:</strong></td>
<td>Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.</td>
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</tbody>
</table>
| **MA.K12.MTR.1.1:** | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
- Recognize students’ effort when solving challenging problems. |
| **MA.K12.MTR.2.1:** | Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. |
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

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

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

<table>
<thead>
<tr>
<th>MA.K12.MTR.3.1: Complete tasks with mathematical fluency.</th>
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<tbody>
<tr>
<td>Mathematicians who complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>- Select efficient and appropriate methods for solving problems within the given context.</td>
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<tr>
<td>- Maintain flexibility and accuracy while performing procedures and mental calculations.</td>
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<tr>
<td>- Complete tasks accurately and with confidence.</td>
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<tr>
<td>- Adapt procedures to apply them to a new context.</td>
</tr>
<tr>
<td>- Use feedback to improve efficiency when performing calculations.</td>
</tr>
</tbody>
</table>

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

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

| MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others. |
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

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

**Clarifications:**

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

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

<table>
<thead>
<tr>
<th>MA.K12.MTR.5.1:</th>
<th>Use patterns and structure to help understand and connect mathematical concepts.</th>
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<tbody>
<tr>
<td><strong>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</strong></td>
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<tr>
<td></td>
<td>- Focus on relevant details within a problem.</td>
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<td></td>
<td>- Create plans and procedures to logically order events, steps or ideas to solve problems.</td>
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<td></td>
<td>- Decompose a complex problem into manageable parts.</td>
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<td></td>
<td>- Relate previously learned concepts to new concepts.</td>
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<td></td>
<td>- Look for similarities among problems.</td>
</tr>
<tr>
<td></td>
<td>- Connect solutions of problems to more complicated large-scale situations.</td>
</tr>
</tbody>
</table>

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students’ ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

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

**MA.K12.MTR.6.1:**

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

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

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

**MA.K12.MTR.7.1:**

• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.
Clarifications:
Teachers who encourage students to apply mathematics to real-world contexts:

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

| SC.912.E.5.2: | Identify patterns in the organization and distribution of matter in the universe and the forces that determine them. |
| SC.912.E.6.4: | Analyze how specific geologic processes and features are expressed in Florida and elsewhere. |
| SC.912.E.6.5: | Describe the geologic development of the present day oceans and identify commonly found features. |
| SC.912.E.7.2: | Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator. |
| SC.912.L.17.2: | Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature. |
| SC.912.L.17.3: | Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms. |
| SC.912.P.10.1: | Differentiate among the various forms of energy and recognize that they can be transformed from one form to others. |

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

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

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will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

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

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

| ELA.K12.EE.2.1: | Read and comprehend grade-level complex texts proficiently.  
**Clarifications:**  
See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric. |
| --- | --- |
| ELA.K12.EE.3.1: | Make inferences to support comprehension.  
**Clarifications:**  
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond. |
| ELA.K12.EE.4.1: | Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.  
**Clarifications:**  
In kindergarten, students learn to listen to one another respectfully.  
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because ________.” The collaborative conversations are becoming academic conversations.  
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence. |
| ELA.K12.EE.5.1: | Use the accepted rules governing a specific format to create quality work.  
**Clarifications:**  
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |
| ELA.K12.EE.6.1: | Use appropriate voice and tone when speaking or writing.  
**Clarifications:**  
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and |
beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**HE.912.B.6.4:** Formulate an effective long-term personal health plan.  
**Clarifications:** Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

### General Course Information and Notes

**GENERAL NOTES**

The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, land forms, climate, soil, bodies of water, people, governments, the military, and geopolitics.

**Special Notes:**

**Instructional Practices:**

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

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

**(Principles of Public Service Program):**

**04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives**

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**General Information**

**Course Number:** 1802310

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

**Course Attributes:**
- Florida Standards Course

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** JROTC and Military Training > **SubSubject:** Navy Jr ROTC > **Abbreviated Title:** NAVAL SCI 2

**Course Status:** Draft – Course Pending Approval

**Course Level:** 2
Grade Level(s): 9,10,11,12

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

There are more than 729 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:
https://www.cpalms.org?title=2022%20- %20And%20Beyond&isShowCurrent=false/PreviewCourse/Preview/21624
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<td>SS.912.C.2.2</td>
<td>Evaluate the importance of political participation and civic participation.</td>
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<tr>
<td>SS.912.C.2.6</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
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<td>SS.912.C.3.14</td>
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<td>SC.912.E.7.2</td>
<td>Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.</td>
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<tr>
<td>SC.912.E.7.4</td>
<td>Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.</td>
</tr>
<tr>
<td>SC.912.E.7.7</td>
<td>Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.</td>
</tr>
<tr>
<td>SC.912.L.17.2</td>
<td>Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.</td>
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<tr>
<td>SC.912.L.17.3</td>
<td>Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.</td>
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<td>Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.</td>
</tr>
<tr>
<td>LAFS.1112.RST.2.4</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</td>
</tr>
<tr>
<td>LAFS.1112.RST.3.7</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</td>
</tr>
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<td>LAFS.910.L.3.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
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</tr>
<tr>
<td>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</td>
<td></td>
</tr>
<tr>
<td>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</td>
<td></td>
</tr>
<tr>
<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
<td></td>
</tr>
<tr>
<td>LAFS.910.SL.1.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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</tr>
<tr>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
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<tr>
<td>c. Propose ideas by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
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</table>
GENERAL NOTES

The purpose of this course is to enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study.

Special Notes:

Instructional Practices:
Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education (Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

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

GENERAL INFORMATION

Course Number: 1802320

Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Navy Jr ROTC >
Abbreviated Title: NAVAL SCI 3
Course Length: Year (Y)
Course Level: 2

Educator Certifications
Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
**Naval Science 3 (#1802320) 2022 - And Beyond**

### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
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<td><strong>SS.912.A.3.2:</strong></td>
<td>Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.</td>
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<td><strong>Clarifications:</strong></td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 23-26. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>Compare the first and second Industrial Revolutions in the United States.</td>
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<td><strong>Clarifications:</strong></td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, nationalism, imperialism, militarism, entangling alliances vs. neutrality, Zimmerman Note, the Lusitania, the Selective Service Act, the homefront, the American Expeditionary Force, Wilson’s Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.</td>
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<td><strong>SS.912.C.2.2:</strong></td>
<td>Evaluate the importance of political participation and civic participation.</td>
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<td><strong>SS.912.C.2.6:</strong></td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
</tr>
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<td><strong>SS.912.C.3.14:</strong></td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
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<td><strong>SS.912.C.1.3:</strong></td>
<td>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</td>
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<td><strong>SS.912.G.1.4:</strong></td>
<td>Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.</td>
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| **MA.K12.MTR.1.1:** | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  

**Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
- Recognize students’ effort when solving challenging problems. |
| **MA.K12.MTR.2.1:** | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose. |
| **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency: |
MA.K12.MTR.3.1:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

MA.K12.MTR.4.1:
- Engage in discussions that reflect on the mathematical thinking of self and others.
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:
- Use patterns and structure to help understand and connect mathematical concepts.
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

SC.912.E.6.5:
Describe the geologic development of the present day oceans and identify commonly found features.

SC.912.E.7.2:
Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.
Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.

Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.

Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.

Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study.

Special Notes:

Instructional Practices:
- Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
  1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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Additional Benchmarks Related to Career and Technical Education (Principles of Public Service Program):

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04.08 Conduct technical research to gather information necessary for decision-making.

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

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

GENERAL INFORMATION

Course Number: 1802320
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Navy Jr ROTC
Abbreviated Title: NAVAL SCI 3
Course Length: Year (Y)
Course Level: 2

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

Educator Certifications
Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
Course Standards

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Expeditionary Force, Wilson's Fourteen Points, the Treaty of Versailles (and opposition to it), isolationism.

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

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<thead>
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<th>SS.912.CG.2.2:</th>
<th>Explain the importance of political and civic participation to the success of the United States’ constitutional republic.</th>
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<tbody>
<tr>
<td>• Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</td>
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<tr>
<td>• Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women’s Suffrage Movement).</td>
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<tr>
<td>• Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</td>
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<tr>
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<th>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</th>
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</thead>
<tbody>
<tr>
<td>• Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</td>
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<tr>
<td>• Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</td>
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<tr>
<td>• Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</td>
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<tr>
<td>• Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</td>
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<td>• Students will explain how reserved powers define issues as matters for the people or the state governments.</td>
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<td>• Students will compare the roles of expressed, implied, concurrent and reserved powers in United States’ federalism.</td>
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<th>SS.912.G.1.3:</th>
<th>Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.</th>
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<td>• Choose a representation based on the given context or purpose.</td>
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| Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: |
| • Help students make connections between concepts and representations. |
| • Provide opportunities for students to use manipulatives when investigating concepts. |
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

**Complete tasks with mathematical fluency.**

Mathematicians who complete tasks with mathematical fluency:

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

**MA.K12.MTR.3.1:**

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

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

**MA.K12.MTR.4.1:**

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

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

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

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

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

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

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

**MA.K12.MTR.5.1:**

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

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

**MA.K12.MTR.6.1:**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

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

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

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

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

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

**MA.K12.MTR.7.1:**  **Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:

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

**SC.912.E.6.5:** Describe the geologic development of the present day oceans and identify commonly found features.

**SC.912.E.7.2:** Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.

**SC.912.E.7.4:** Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC.912.E.7.7:</td>
<td>Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.</td>
</tr>
<tr>
<td>SC.912.L.17.2:</td>
<td>Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.</td>
</tr>
<tr>
<td>SC.912.L.17.3:</td>
<td>Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.</td>
</tr>
<tr>
<td>SC.912.P.10.1:</td>
<td>Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.</td>
</tr>
<tr>
<td>ELA.K12.EE.1.1:</td>
<td>Cite evidence to explain and justify reasoning. <strong>Clarifications:</strong> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</td>
</tr>
<tr>
<td>ELA.K12.EE.2.1:</td>
<td>Read and comprehend grade-level complex texts proficiently. <strong>Clarifications:</strong> See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
<tr>
<td>ELA.K12.EE.3.1:</td>
<td>Make inferences to support comprehension. <strong>Clarifications:</strong> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
<tr>
<td>ELA.K12.EE.4.1:</td>
<td>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <strong>Clarifications:</strong> In kindergarten, students learn to listen to one another respectfully.</td>
</tr>
</tbody>
</table>
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ________ because ________.” The collaborative conversations are becoming academic conversations.

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

**ELA.K12.EE.5.1:** Use the accepted rules governing a specific format to create quality work. 
**Clarifications:** Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

**ELA.K12.EE.6.1:** Use appropriate voice and tone when speaking or writing. 
**Clarifications:** In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**HE.912.B.6.4:** Formulate an effective long-term personal health plan. 
**Clarifications:** Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

### General Course Information and Notes

**GENERAL NOTES**

The purpose of this course is to enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study.

**Special Notes:**

**Instructional Practices:** Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education (Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

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

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https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
General Information

**Course Number:** 1802320

**Course Path:**
- Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses >
- Subject: JROTC and Military Training >
- SubSubject: Navy Jr ROTC >

**Abbreviated Title:** NAVAL SCI 3

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

**Course Attributes:**
- Florida Standards Course

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Draft – Course Pending Approval

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

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Educator Certifications

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)

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There are more than 731 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:

[https://www.cpalms.org?title=2022%20And%20Beyond&isShowCurrent=false/PreviewCourse/Preview/21625](https://www.cpalms.org?title=2022%20And%20Beyond&isShowCurrent=false/PreviewCourse/Preview/21625)
## Course Standards

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<thead>
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| HE.912.B.4.2: | Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.  
**Clariations:** Validate other's opinions, use direct statement, use active statement, and offer alternatives. |
| HE.912.B.4.3: | Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.  
**Clariations:** Effective verbal and nonverbal communication, compromise, and conflict-resolution. |
| HE.912.B.5.1: | Determine the value of applying a thoughtful decision-making process in health-related situations.  
**Clariations:** Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options. |
| HE.912.B.6.4: | Formulate an effective long-term personal health plan.  
**Clariations:** Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health. |
| HE.912.C.1.2: | Interpret the significance of interrelationships in mental/emotional, physical, and social health.  
**Clariations:** Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise. |
| HE.912.C.2.2: | Compare how peers influence healthy and unhealthy behaviors.  
**Clariations:** Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts. |
| HE.912.C.2.4: | Evaluate how public health policies and government regulations can influence health promotion and disease prevention.  
**Clariations:** Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability. |
| HE.912.P.8.3: | Work cooperatively as an advocate for improving personal, family, and community health.  
**Clariations:** Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts. |
| LAFS.910.L.3.4: | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.  
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| LAFS.910.W.2.6: | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| SS.912.C.2.3: | Experience the responsibilities of citizens at the local, state, or federal levels.  
**Clariations:** Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current
issues, participating in a political campaign/mock election.

SS.912.C.2.5: Conduct a service project to further the public good.
Clarifications: Examples are school, community, state, national, international.

SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
Clarifications: Examples are e-mail campaigns, boycotts, blogs, podcasts, protests, demonstrations, letters to editors.

SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

MAFS.912.S-MD.2.7: Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ★

PE.912.M.1.5: Apply strategies for self improvement based on individual strengths and needs.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies.

Special Notes:

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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Additional Benchmarks Related to Career and Technical Education

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GENERAL INFORMATION

Course Number: 1802330
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Navy Jr ROTC
Abbreviated Title: NAVAL SCI 4
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Course Length: Year (Y)
Course Level: 2
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<td>Determine the value of applying a thoughtful decision-making process in health-related situations.</td>
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<td>infecting agents, wellness promotion, and first-aid-treatment options.</td>
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<td>vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</td>
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<td>HE.912.P.8.3:</td>
<td>Work cooperatively as an advocate for improving personal, family, and community health.</td>
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<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<tr>
<td></td>
<td>• Analyze the problem in a way that makes sense given the task.</td>
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<tr>
<td></td>
<td>• Ask questions that will help with solving the task.</td>
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<td></td>
<td>• Build perseverance by modifying methods as needed while solving a challenging task.</td>
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<tr>
<td></td>
<td>• Stay engaged and maintain a positive mindset when working to solve tasks.</td>
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<tr>
<td></td>
<td>• Help and support each other when attempting a new method or approach.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td></td>
<td>• Cultivate a community of growth mindset learners.</td>
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<td></td>
<td>• Foster perseverance in students by choosing tasks that are challenging.</td>
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<td></td>
<td>• Develop students’ ability to analyze and problem solve.</td>
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<td>• Recognize students’ effort when solving challenging problems.</td>
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<td>MA.K12.MTR.2.1:</td>
<td>Complete tasks with mathematical fluency.</td>
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<td><strong>Clarifications:</strong></td>
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**MA.K12.MTR.3.1:**
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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**MA.K12.MTR.4.1:**
- Engage in discussions that reflect on the mathematical thinking of self and others.

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

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

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**MA.K12.MTR.5.1:**
- Use patterns and structure to help understand and connect mathematical concepts.

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

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

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**MA.K12.MTR.6.1:**
- Assess the reasonableness of solutions.

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

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

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**MA.K12.MTR.7.1:**
- Apply mathematics to real-world contexts.

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

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.
from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**General Course Information and Notes**

**GENERAL NOTES**

The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies.

**Special Notes:**

Instructional Practices:
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GENERAL INFORMATION

Course Number: 1802330
Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Navy Jr ROTC
Abbreviated Title: NAVAL SCI 4
Course Length: Year (Y)
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 9,10,11,12

Educator Certifications
Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
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<td>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. Clarifications: Effective verbal and nonverbal communication, compromise, and conflict-resolution.</td>
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<tr>
<td>HE.912.B.6.4:</td>
<td>Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others: Clarifications: Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.</td>
</tr>
<tr>
<td>MA.K12.MTR.2.1:</td>
<td>Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: Clarifications: Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
</tbody>
</table>

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

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
• Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
• Offer multiple opportunities for students to practice efficient and generalizable methods.
• Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:**
Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
• Communicate mathematical ideas, vocabulary and methods effectively.
• Analyze the mathematical thinking of others.
• Compare the efficiency of a method to those expressed by others.
• Recognize errors and suggest how to correctly solve the task.
• Justify results by explaining methods and processes.
• Construct possible arguments based on evidence.

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
• Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
• Create opportunities for students to discuss their thinking with peers.
• Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.

**MA.K12.MTR.5.1:**
Use patterns and structure to help understand and connect mathematical concepts.
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
• Focus on relevant details within a problem.
• Create plans and procedures to logically order events, steps or ideas to solve problems.
• Decompose a complex problem into manageable parts.
• Relate previously learned concepts to new concepts.
• Look for similarities among problems.
• Connect solutions of problems to more complicated large-scale situations.

**Clarifications:**
Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:
• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
• Support students to develop generalizations based on the similarities found among problems.
• Provide opportunities for students to create plans and procedures to solve problems.
• Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.6.1:**
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
• Estimate to discover possible solutions.
• Use benchmark quantities to determine if a solution makes sense.
• Check calculations when solving problems.
• Verify possible solutions by explaining the methods used.
• Evaluate results based on the given context.

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

**MA.K12.MTR.7.1:**
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
• Connect mathematical concepts to everyday experiences.
• Use models and methods to understand, represent and solve problems.
• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

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

**ELA.K12.EE.1.1:**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

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

**ELA.K12.EE.2.1:**

Make inferences to support comprehension.

**Clarifications:**

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

**ELA.K12.EE.3.1:**

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

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counters with evidence.

**ELA.K12.EE.4.1:**

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

**Clarifications:**

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

**ELA.K12.EE.5.1:**

Use appropriate voice and tone when speaking or writing.

**Clarifications:**

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

**ELA.K12.EE.6.1:**

Explain the responsibilities of citizens at the local, state and national levels.

- Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).
- Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).
- Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).
- Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.

**SS.912.CG.2.3:**

Analyze the impact of civic engagement as a means of preserving or reforming institutions.

- Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

**SS.912.CG.2.7:**

Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.

- Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.
- Students will identify historical examples of interest groups, media and individuals influencing public policy.
- Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).

**ELD.K12.ELL.SI.1:**

English language learners communicate for social and instructional purposes within the school setting.

**PE.912.M.1.5:**

Apply strategies for self improvement based on individual strengths and needs.

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**General Course Information and Notes**

**GENERAL NOTES**

The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies.

**Special Notes:**

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

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**Page 182 of 280**
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

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

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

**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>1802330</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Path: Section:</td>
<td>Grades PreK to 12 Education</td>
</tr>
<tr>
<td>Courses:</td>
<td>Grade Group: Grades 9 to 12 and Adult Education Courses</td>
</tr>
<tr>
<td>Subject: JROTC and Military Training</td>
<td>SubSubject: Navy Jr ROTC</td>
</tr>
<tr>
<td>Abbreviated Title:</td>
<td>NAVAL SCI 4</td>
</tr>
<tr>
<td>Course Type:</td>
<td>Elective Course</td>
</tr>
<tr>
<td>Course Length:</td>
<td>Year (Y)</td>
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<tr>
<td>Course Level:</td>
<td>2</td>
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<tr>
<td>Grade Level(s):</td>
<td>9,10,11,12</td>
</tr>
</tbody>
</table>

**Educator Certifications**

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-Issued Employment Certificate)
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.C.1.1:</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
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<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
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<tr>
<td>SS.912.C.2.1:</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
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<td>SS.912.C.2.2:</td>
<td>Evaluate the importance of political participation and civic participation.</td>
</tr>
<tr>
<td>SS.912.C.2.5:</td>
<td><strong>Clarifications:</strong> Examples are school, community, state, national, international.</td>
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<tr>
<td>SS.912.C.2.6:</td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
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<tr>
<td>SS.912.C.2.15:</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
</tr>
<tr>
<td>SS.912.C.3.14:</td>
<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
</tr>
<tr>
<td>LAFS.1112.RST.2.4:</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</td>
</tr>
<tr>
<td>LAFS.1112.RST.3.7:</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>LAFS.910.L.3.4:</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>LAFS.910.L.3.4:</td>
<td>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>LAFS.910.L.3.4:</td>
<td>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</td>
</tr>
<tr>
<td>LAFS.910.L.3.4:</td>
<td>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine its precise meaning, its part of speech, or its etymology.</td>
</tr>
<tr>
<td>LAFS.910.L.3.4:</td>
<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
</tr>
<tr>
<td>LAFS.910.P.2.4:</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
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<td>LAFS.910.SL.1.1:</td>
<td>c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</td>
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<td>LAFS.910.SL.1.1:</td>
<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
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<td>LAFS.910.SL.2.6:</td>
<td>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
<tr>
<td>LAFS.910.W.2.6:</td>
<td>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</td>
</tr>
<tr>
<td>HE.912.B.6.4:</td>
<td>Formulate an effective long-term personal health plan.</td>
</tr>
<tr>
<td>HE.912.B.6.4:</td>
<td><strong>Clarifications:</strong> Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.</td>
</tr>
<tr>
<td>HE.912.C.1.1:</td>
<td><strong>Clarifications:</strong> Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.</td>
</tr>
<tr>
<td>HE.912.C.1.3:</td>
<td>Evaluate how environment and personal health are interrelated.</td>
</tr>
<tr>
<td>HE.912.C.1.3:</td>
<td><strong>Clarifications:</strong> Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</td>
</tr>
<tr>
<td>HE.912.C.1.4:</td>
<td>Propose strategies to reduce or prevent injuries and health problems.</td>
</tr>
<tr>
<td>HE.912.C.1.4:</td>
<td><strong>Clarifications:</strong> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</td>
</tr>
</tbody>
</table>
Compare how peers influence healthy and unhealthy behaviors.

Clariﬁcations:
Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students’ recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

Evaluate the effect of media on personal and family health.

Clariﬁcations:
Compares brand-name/store-brand items in home, analyzes television viewing habits, identiﬁes effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

Participate in a variety of activities that promote the health-related components of ﬁtness.

Clariﬁcations:
The health-related components of ﬁtness are cardiorespiratory endurance, muscular strength, muscular endurance, ﬂexibility and body composition.

Identify a variety of activities that promote effective stress management.

Identify risks and safety factors that may affect physical activity throughout life.

Design a personal ﬁtness program.

Some examples of things to consider when designing a personal ﬁtness program are timelines and current ﬁtness level.

Use available technology to assess, design and evaluate a personal ﬁtness program.

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

★

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

★

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

★

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop a broad range of basic skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

Special Notes:
Instructional Practices:

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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Additional Benchmarks Related to Career and Technical Education

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https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
### GENERAL INFORMATION

**Course Number:** 1803300

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

**Course Type:** Elective Course

**Course Status:** Course Approved

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

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

**Education Courses > Subject:** JROTC and Military Training > SubSubject: Marine Corps Jr ROTC

**Abbreviated Title:** MC LEAD ED 1

**Course Length:** Year (Y)

**Course Level:** 2

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<td>Examine constitutional powers (expressed, implied, concurrent, reserved).</td>
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Clarifications:
- Examples are school, community, state, national, international.

MA.K12.MTR.1.1:
Mathematicians who participate in effortful learning both individually and with others:
- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

Clarifications:
- Teachers who encourage students to participate actively in effortful learning both individually and with others:
  - Cultivate a community of growth mindset learners.
  - Foster perseverance in students by choosing tasks that are challenging.
  - Develop students’ ability to analyze and problem solve.
  - Recognize students’ effort when solving challenging problems.

MA.K12.MTR.2.1:
Mathematicians who demonstrate understanding by representing problems in multiple ways:
- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

Clarifications:
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

MA.K12.MTR.3.1:
Mathematicians who complete tasks with mathematical fluency:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

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

Engage in discussions that reflect on the mathematical thinking of self and others.
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.

**Clarifications:** Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

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

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

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

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

Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:** Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

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

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

Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the
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<td>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.</td>
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<td>HE.912.C.1.4:</td>
<td>Propose strategies to reduce or prevent injuries and health problems.</td>
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<td><strong>Clarifications:</strong></td>
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<td>Compares brand-name/store-brand items in home, analyzes television viewing habits, identiﬁes effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</td>
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<td><strong>Clarifications:</strong></td>
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<td>PE.912.L.3.3:</td>
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<td>Design a personal ﬁtness program.</td>
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<td><strong>Clarifications:</strong></td>
<td>Some examples of things to consider when designing a personal ﬁtness program are timelines and current ﬁtness level.</td>
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<td>PE.912.L.4.4:</td>
<td>Use available technology to assess, design and evaluate a personal ﬁtness program.</td>
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<td>Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.</td>
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**General Course Information and Notes**

**GENERAL NOTES**

The purpose of this course is to enable students to develop a broad range of basic skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.
Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

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

Additional Benchmarks Related to Career and Technical Education

**Principles of Public Service Program:**

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

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

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

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

- **Course Number:** 1803300
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** State Board Approved
- **Grade Level(s):** 9, 10, 11, 12

**Course Path:** Sections: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > Sub Subject: Marine Corps Jr ROTC > Abbreviated Title: MC LEAD ED 1
- **Course Length:** Year (Y)
- **Course Level:** 2

**Educator Certifications**

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.CG.1.4</td>
<td>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</td>
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<tr>
<td></td>
<td>Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.</td>
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<tr>
<td></td>
<td>Students will evaluate how the documents are connected to one another.</td>
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<tr>
<td></td>
<td>Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</td>
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<tr>
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<td>Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).</td>
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<tr>
<td>SS.912.CG.1.5</td>
<td>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</td>
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<tr>
<td></td>
<td>Students will explain how the structure and function of the U.S. government reflects these political principles.</td>
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<td></td>
<td>Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.</td>
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<td></td>
<td>Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).</td>
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<tr>
<td>SS.912.CG.2.1</td>
<td>Explain the constitutional provisions that establish and affect citizenship.</td>
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<td>Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments).</td>
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<td>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</td>
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<td>Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</td>
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<tr>
<td>SS.912.CG.2.2</td>
<td>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</td>
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<tr>
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<td>Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</td>
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<td>Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement).</td>
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<td>Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limits on political contributions, limits on the type of protesting).</td>
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<tr>
<td>SS.912.CG.2.7</td>
<td>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</td>
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<tr>
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<td>Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).</td>
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<td>Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</td>
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<tr>
<td>SS.912.CG.2.8</td>
<td>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</td>
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<td>Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</td>
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<td>Students will identify historical examples of interest groups, media and individuals influencing public policy.</td>
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<td>Students will compare and contrast how the free press influenced politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</td>
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<td>SS.912.CG.3.2</td>
<td>Explain how the U.S. Constitution safeguards and limits individual rights.</td>
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<td>Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments.</td>
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<td>Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</td>
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<tr>
<td>SS.912.CG.3.6</td>
<td>Explain expressed, implied, concurrent and reserved powers in the U.S. Constitution.</td>
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<td>Students will identify powers that are expressed in the U.S. Constitution to Congress (e.g., coin money, declare war, assess taxes, citizenship).</td>
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<td>Students will identify that expressed powers are also known as enumerated powers found in Article I of the U.S. Constitution.</td>
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<td>Students will analyze the role of the “general welfare clause” and “necessary and proper clause” in granting Congress implied powers.</td>
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<td>Students will describe examples of concurrent powers as those powers shared by both state and national governments (e.g., build roads, tax citizens, make laws).</td>
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<td>Students will explain how reserved powers define issues as matters for the people or the state governments.</td>
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<td>Students will compare the roles of expressed, implied, concurrent and reserved powers in United States' federalism.</td>
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Mathematicians who participate in effortful learning both individually and with others:

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

Clarifications:

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

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.
### MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

**Clarifications:**

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

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

### MA.K12.MTR.3.1: Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

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

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

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

### MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.

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

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

**Clarifications:**

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

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

### MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.

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

**Clarifications:**

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

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

### MA.K12.MTR.6.1: Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
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**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
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Mathematicians who apply mathematics to real-world contexts:
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- Use models and methods to understand, represent and solve problems.
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Read and comprehend grade-level complex texts proficiently.

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Make inferences to support comprehension.

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

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

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

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Clarifications:
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Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

Evaluate how environment and personal health are interrelated.

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Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.

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PE.912.L.4.1: Design a personal fitness program.

PE.912.L.4.4: Use available technology to assess, design and evaluate a personal fitness program.

PE.912.L.4.7: Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

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**Special Notes:**

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3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
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5. Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education

**Principles of Public Service Program:**

04.01 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
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04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
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**Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards**

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

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

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
**Course Number:** 1803300

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

**Course Type:** Elective Course

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

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

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

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

**Courses > Subject:** JROTC and Military Training

**SubSubject:** Marine Corps Jr ROTC

**Abbreviated Title:** MC LEAD ED 1

**Course Length:** Year (Y)

**Course Level:** 2

### Educator Certifications

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
Course Standards

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<td>and individuals in determining and shaping public policy.</td>
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<tr>
<td>LAFS.910.L.3.4:</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and</td>
</tr>
<tr>
<td></td>
<td>phrases based on grades 9–10 reading and content, choosing flexibly from the</td>
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<tr>
<td></td>
<td>range of strategies.</td>
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<tr>
<td>LAFS.910.L.1.1:</td>
<td>Initiate and participate effectively in a range of collaborative discussions</td>
</tr>
<tr>
<td></td>
<td>(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–</td>
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<tr>
<td></td>
<td>10 topics, texts, and issues, building on others’ ideas and expressing their</td>
</tr>
<tr>
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<td>own clearly and persuasively.</td>
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<tr>
<td>LAFS.910.W.2.6:</td>
<td>Use technology, including the Internet, to produce, publish, and update</td>
</tr>
<tr>
<td></td>
<td>individual or shared writing products, taking advantage of technology’s</td>
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<tr>
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<td>capacity to link to other information and to display information flexibly and</td>
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<tr>
<td></td>
<td>dynamically.</td>
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<td>HE.912.B.6.4:</td>
<td>Formulate an effective long-term personal health plan.</td>
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<td>HE.912.C.1.1:</td>
<td>Predict how healthy behaviors can affect health status.</td>
</tr>
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<td>HE.912.C.1.5:</td>
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Clarifications:
- This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.
General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop a broad range of intermediate level skills and knowledge, with opportunities for total development in leadership. This course enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

Special Notes:

Instructional Practices:

- Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:
  1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
  2. Making close reading and rereading of texts central to lessons.
  3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
  4. Requiring students to support answers with evidence from the text.
  5. Providing extensive text-based research and writing opportunities (claims and evidence).

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(Principles of Public Service Program):

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   04.01 Employ leadership skills to accomplish organizational goals and objectives.
   04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
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   04.04 Employ mentoring skills to inspire and teach others.
   04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
   04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
   04.07 Identify and document workplace performance goals and monitor progress toward those goals.
   04.08 Conduct technical research to gather information necessary for decision-making.

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words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

### GENERAL INFORMATION

**Course Number:** 1803310  
**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Marine Corps Jr ROTC >  
**Abbreviated Title:** MC LEAD ED 2  
**Course Length:** Year (Y)  
**Course Level:** 2  

**Course Type:** Elective Course  
**Course Status:** Course Approved  
**Grade Level(s):** 9, 10, 11, 12  

### Educator Certifications

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)  
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### Course Standards

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<td><strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDGE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.</td>
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<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
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<td>Evaluate the importance of political participation and civic participation.</td>
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<td><strong>SS.912.C.2.5:</strong></td>
<td><strong>Clarifications:</strong> Examples are school, community, state, national, international. Conduct a service project to further the public good.</td>
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<td><strong>SS.912.C.2.6:</strong></td>
<td>Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.</td>
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<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
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| **MA.K12.MTR.1.1:**       | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach. **Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| **MA.K12.MTR.2.1:**       | Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose. **Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| **MA.K12.MTR.3.1:**       | Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations. **Clarifications:** Teachers who encourage students to complete tasks with mathematical fluency:  
- Help students choose appropriate methods for solving problems.  
- Encourage students to maintain accuracy and flexibility in their problem-solving approaches.  
- Guide students in adapting their procedures to new contexts.  
- Foster a culture of feedback and continuous improvement.  
- Promote the use of mathematical representations to aid understanding and efficiency.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
### Clarifications:

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

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

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

Mathematicians who apply mathematics to real-world contexts:

- Apply mathematics to real-world contexts.

Mathematicians who assess the reasonableness of solutions:

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

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

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

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

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

### Clarifications:

Students should name the text when they refer to it. In their oral communication with speakers and peers, students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide.
Identify risks and safety factors that may affect physical activity throughout life.

**ELA.K12.EE.2.1:**
- **Clarifications:**
  - Referenced by the instructor.
  - Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

**ELA.K12.EE.3.1:**
- **Clarifications:**
  - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.4.1:**
- **Clarifications:**
  - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.5.1:**
- **Clarifications:**
  - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELA.K12.EE.6.1:**
- **Clarifications:**
  - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**HE.912.B.6.4:**
- **Clarifications:**
  - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

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**PE.912.L.3.2:**
- **Clarifications:**
  - The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

**PE.912.L.3.6:**
- **Clarifications:**
  - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

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**PE.912.L.4.7:**
- **Clarifications:**
  - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

**ELD.K12.ELL.SL.1:**
- **Clarifications:**
  - Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

---

**General Course Information and Notes**
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**Additional Benchmarks Related to Career and Technical Education**

**(Principles of Public Service Program):**

**04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives**

- 04.01 Employ leadership skills to accomplish organizational goals and objectives.
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**GENERAL INFORMATION**

**Course Number:** 1803310

**Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Marine Corps Jr ROTC >

**Abbreviated Title:** MC LEAD ED 2

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

**Course Type:** Elective Course

**Course Status:** State Board Approved

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

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**Educator Certifications**

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
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<td>Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.</td>
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<td><strong>Clarifications:</strong></td>
<td>Examples may include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.</td>
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<tr>
<td>SS.912.CG.1.5:</td>
<td>Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will explain how the structure and function of the U.S. government reflects these political principles. Students will differentiate between republicanism and democracy, and discuss how the United States reflects both. Students will explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</td>
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<td>SS.912.CG.2.1:</td>
<td>Explain the constitutional provisions that establish and affect citizenship.</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments). Students will compare birthright citizenship, permanent residency and naturalization in the United States. Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office).</td>
</tr>
<tr>
<td>SS.912.CG.2.2:</td>
<td>Explain the importance of political and civic participation to the success of the United States' constitutional republic.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will discuss the ways in which U.S. citizens can exercise political and civic participation. Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement). Students will describe the ways in which individual citizens have been denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting).</td>
</tr>
<tr>
<td>SS.912.CG.2.7:</td>
<td>Analyze the impact of civic engagement as a means of preserving or reforming institutions.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices). Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</td>
</tr>
<tr>
<td>SS.912.CG.2.8:</td>
<td>Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy. Students will identify historical examples of interest groups, media and individuals influencing public policy. Students will compare and contrast how the free press influences politics at major points in U.S. history (e.g., Vietnam War Era, Civil Rights Era).</td>
</tr>
<tr>
<td>SS.912.CG.3.2:</td>
<td>Explain how the U.S. Constitution safeguards and limits individual rights.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Students will identify the individual rights protected by the U.S. Constitution, the Bill of Rights and other constitutional amendments. Students will describe the role of the Supreme Court in further defining the safeguards and limits of constitutional rights.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others: Analyze the problem in a way that makes sense given the task. Ask questions that will help with solving the task. Build perseverance by modifying methods as needed while solving a challenging task. Stay engaged and maintain a positive mindset when working to solve tasks. Help and support each other when attempting a new method or approach.</td>
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</tbody>
</table>
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students’ ability to analyze and problem solve.
- Recognize students’ effort when solving challenging problems.

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

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

**Clarifications:**
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

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

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

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

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

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

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

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

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

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

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

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

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

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

Read and comprehend grade-level complex texts proficiently.

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

Make inferences to support comprehension.

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

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

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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

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

Use appropriate voice and tone when speaking or writing.

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

Formulate an effective long-term personal health plan.

**Clarifications:**
- Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.

Predict how healthy behaviors can affect health status.

**Clarifications:**
- Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

Propose strategies to reduce or prevent injuries and health problems.

**Clarifications:**
- Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

Compare how peers influence healthy and unhealthy behaviors.
Clarifications:
English language learners communicate for social and instructional purposes within the school setting.

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

Identify risks and safety factors that may affect physical activity throughout life.

Use available technology to assess, design and evaluate a personal fitness program.

HE.912.C.2.2: Clarifications:
Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

Evaluate the effect of media on personal and family health.

Compare brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

Participate in a variety of activities that promote the health-related components of fitness.

The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

Identify risks and safety factors that may affect physical activity throughout life.

Design a personal fitness program.

Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

Use available technology to assess, design and evaluate a personal fitness program.

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop a broad range of intermediate level skills and knowledge, with opportunities for total development in leadership. This course enables students to develop positive attitudes, good citizenship, and patriotism through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

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

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Course Number:</th>
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</thead>
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<td>Number of Credits:</td>
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<tr>
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<td>Course Status:</td>
<td>Draft - Course Pending Approval</td>
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<tr>
<td>Grade Level(s):</td>
<td>9,10,11,12</td>
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**Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Marine Corps Jr ROTC >

**Abbreviated Title:** MC LEAD ED 2

**Course Length:** Year (Y)

**Course Level:** 2

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**Educator Certifications**

<table>
<thead>
<tr>
<th>Educator Certifications</th>
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<tbody>
<tr>
<td>Junior Reserve Officer Training Corps (JROTC) (Career &amp; Technical)</td>
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<tr>
<td>Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)</td>
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<td>Name</td>
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<tr>
<td>SS.912.A.7.2:</td>
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<td><strong>Clarifications:</strong></td>
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<td>SS.912.A.7.15:</td>
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<td>LAFS.1112.RST.2.4:</td>
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<tr>
<td>LAFS.1112.RST.3.7:</td>
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<tr>
<td>LAFS.910.L.3.4:</td>
</tr>
<tr>
<td>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</td>
</tr>
<tr>
<td>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</td>
</tr>
<tr>
<td>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
</tr>
<tr>
<td>LAFS.910.SL.1.1:</td>
</tr>
<tr>
<td>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
</tr>
<tr>
<td>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</td>
</tr>
<tr>
<td>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the conversation; and clarify, verify, or challenge ideas and conclusions.</td>
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<tr>
<td>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</td>
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<tr>
<td>LAFS.910.SL.2.6:</td>
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<td>LAFS.910.W.2.6:</td>
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<td>HE.912.B.4.2:</td>
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<tr>
<td><strong>Clarifications:</strong></td>
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Propose strategies to reduce or prevent injuries and health problems.

Clarifications:
Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

Compare how peers influence healthy and unhealthy behaviors.

Clarifications:
Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner, students' recommendations for vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

Evaluate the effect of media on personal and family health.

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Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

Participate in a variety of activities that promote the health-related components of fitness.

Clarifications:
The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

Identify risks and safety factors that may affect physical activity throughout life.

Design a personal fitness program.

Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

Use available technology to assess, design and evaluate a personal fitness program.

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

Evaluate reports based on data.

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

Special Notes:

Instructional Practices:

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
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04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
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concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf
### Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</table>
| SS.912.A.7.2: | Evaluate the origins and roles of political parties, interest groups, and individuals in determining and shaping public policy.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 47-48. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage.
| SS.912.A.7.15: | Evaluate the importance of political participation and civic participation.  
**Clarifications:** Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage.
| SS.912.C.1.1: | Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.  
**Clarifications:** Examples are school, community, state, national, international.  
**Conditions:** Include the Bill of Rights, FDR, war in Afghanistan and Iraq, September 11, 2001 attack, Patriot Act, Oklahoma City bombing, wars in Afghanistan and Iraq, war on terrorism, homeland security, 911 attacks.
| SS.912.C.1.5: | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage.
| SS.912.C.2.1: | Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage.
| SS.912.C.2.2: | Evaluate the importance of political participation and civic participation.  
**Clarifications:** Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage.
| SS.912.C.2.5: | Conduct a service project to further the public good.  
**Clarifications:** Examples are school, community, state, national, international.  
**Conditions:** Include the Bill of Rights, FDR, war in Afghanistan and Iraq, September 11, 2001 attack, Patriot Act, Oklahoma City bombing, wars in Afghanistan and Iraq, war on terrorism, homeland security, 911 attacks.
| SS.912.C.2.6: | Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.  
**Clarifications:** Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage.
| SS.912.C.2.15: | Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.  
**Clarifications:** This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage.

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| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems.  
**Conditions:** Include the Bill of Rights, FDR, war in Afghanistan and Iraq, September 11, 2001 attack, Patriot Act, Oklahoma City bombing, wars in Afghanistan and Iraq, war on terrorism, homeland security, 911 attacks.
| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  
**Clarifications:** Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations.
| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  
**Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems.

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| Item Specifications pages | 47-48 | Additional resources may be found on the FLDOE Social Studies webpage.
| Item Specifications pages | 47-48 | Additional resources may be found on the FLDOE Social Studies webpage.
Clarifications:
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

Mathematicians who apply mathematics to real-world contexts:
- Apply mathematics to real-world contexts.
- Assess the reasonableness of solutions.
- Connect solutions of problems to more complicated large-scale situations.

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

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.

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

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
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Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

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

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

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

Cite evidence to explain and justify reasoning.

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

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

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

ELA.K12.EE.2.1:
Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.

Make inferences to support comprehension.

ELA.K12.EE.3.1:
Clarifications:
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

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

ELA.K12.EE.4.1:
Clarifications:
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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

ELA.K12.EE.5.1:
Clarifications:
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:
Clarifications:
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

HE.912.B.4.2:
Clarifications:
Validate other’s opinions, use direct statement, use active statement, and offer alternatives.

Predict how healthy behaviors can affect health status.

HE.912.C.1.1:
Clarifications:
Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.

Propose strategies to reduce or prevent injuries and health problems.

HE.912.C.1.4:
Clarifications:
Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

Compare how peers influence healthy and unhealthy behaviors.

HE.912.C.2.2:
Clarifications:
Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner, students’ recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

Evaluate the effect of media on personal and family health.

HE.912.C.2.5:
Clarifications:
Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.

Participate in a variety of activities that promote the health-related components of fitness.

PE.912.L.3.2:
Clarifications:
The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

Identify risks and safety factors that may affect physical activity throughout life.

PE.912.L.3.6:
Clarifications:
Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

Design a personal fitness program.

PE.912.L.4.1:
Clarifications:
Use available technology to assess, design and evaluate a personal fitness program.

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

PE.912.L.4.7:
Clarifications:
English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SL.1:
The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

Special Notes:
Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
  04.01 Employ leadership skills to accomplish organizational goals and objectives.
  04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
  04.03 Conduct and participate in meetings to accomplish work tasks.
  04.04 Employ mentoring skills to inspire and teach others.
  04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
  04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
  04.07 Identify and document workplace performance goals and monitor progress toward those goals.
  04.08 Conduct technical research to gather information necessary for decision-making.

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

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

GENERAL INFORMATION

Course Number: 1803320
Number of Credits: One (1) credit
Course Type: Elective Course
Course Level: 2
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Marine Corps Jr ROTC > Abbreviated Title: MC LEAD ED 3
Course Length: Year (Y)
Course Level: 2

Educator Certifications
Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Students will identify historical examples of interest groups, media and individuals influencing public policy.</td>
</tr>
<tr>
<td>SS.912.A.7.2:</td>
<td>Students will identify historical examples of interest groups, media and individuals influencing public policy.</td>
</tr>
<tr>
<td>SS.912.A.7.15:</td>
<td>Students will discuss various ways in which U.S. citizens can exercise political and civic participation.</td>
</tr>
<tr>
<td>SS.912.CG.1.4:</td>
<td>Students will explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.</td>
</tr>
<tr>
<td>SS.912.CG.1.5:</td>
<td>Students will compare birthright citizenship, permanent residency and naturalization in the United States.</td>
</tr>
<tr>
<td>SS.912.CG.2.2:</td>
<td>Students will explain the importance of political and civic participation to the success of the United States' constitutional republic.</td>
</tr>
<tr>
<td>SS.912.CG.2.7:</td>
<td>Students will analyze the impact of civic engagement as a means of preserving or reforming institutions.</td>
</tr>
<tr>
<td>SS.912.CG.2.8:</td>
<td>Students will explain the origins of the Republican and Democratic political parties and evaluate their roles in shaping public policy.</td>
</tr>
<tr>
<td>SS.912.CG.3.2:</td>
<td>Students will explain the importance of political parties, interest groups, media and individuals on determining and shaping public policy.</td>
</tr>
<tr>
<td>MA.K12.MTR.1.1:</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
</tbody>
</table>

Clarifications:

- MA.K12.MTR.1.1: Teachers who encourage students to participate actively in effortful learning both individually and with others:
- SS.912.A.7.2: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.
- SS.912.A.7.15: This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

**Additional Resources:**

- Additional resources may be found on the FLDOE Social Studies webpage.
- Items on pages 57-59 can be accessed through the FLDOE Social Studies webpage.
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

**MA.K12.MTR.2.1:** Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

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

**Clarifications:**
- Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
  - Help students make connections between concepts and representations.
  - Provide opportunities for students to use manipulatives when investigating concepts.
  - Guide students from concrete to pictorial to abstract representations as understanding progresses.
  - Show students that various representations can have different purposes and can be useful in different situations.

**MA.K12.MTR.3.1:** Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

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

**Clarifications:**
- Teachers who encourage students to complete tasks with mathematical fluency:
  - Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
  - Offer multiple opportunities for students to practice efficient and generalizable methods.
  - Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**MA.K12.MTR.4.1:** Engage in discussions that reflect on the mathematical thinking of self and others.

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

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

**Clarifications:**
- Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
  - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
  - Create opportunities for students to discuss their thinking with peers.
  - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
  - Develop students' ability to justify methods and compare their responses to the responses of their peers.

**MA.K12.MTR.5.1:** Use patterns and structure to help understand and connect mathematical concepts.

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

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

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

**MA.K12.MTR.6.1:** Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

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

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Cite evidence to explain and justify reasoning.

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

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

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

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

**Clarifications:**
- In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
- In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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

**Clarifications:**
- In kindergarten, students learn to listen to one another respectfully. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

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

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

Use appropriate voice and tone when speaking or writing.

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

**Clarifications:**
- Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- Validate other's opinions, use direct statement, use active statement, and offer alternatives.
- Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
- Propose strategies to reduce or prevent injuries and health problems.
- Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

**Clarifications:**
Compare how peers influence healthy and unhealthy behaviors.
**HE.912.C.2.2:**
Evaluate the effect of media on personal and family health.

**Clarifications:**
Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner; students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.

**HE.912.C.2.5:**
Participate in a variety of activities that promote the health-related components of fitness.

**Clarifications:**
The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

**PE.912.L.3.2:**
Identify risks and safety factors that may affect physical activity throughout life.

**Clarifications:**
Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

**PE.912.L.3.6:**
Identify risks and safety factors that may affect physical activity throughout life.

**Clarifications:**
Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

**PE.912.L.4.1:**
Use available technology to assess, design and evaluate a personal fitness program.

**Clarifications:**
Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

**PE.912.L.4.4:**
Design a personal fitness program.

**Clarifications:**
Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

**PE.912.L.4.7:**
Design a personal fitness program.

**Clarifications:**
Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

**ELD.K12.ELL.SI.1:**
English language learners communicate for social and instructional purposes within the school setting.

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**General Course Information and Notes**

**GENERAL NOTES**

The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course further enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

**Special Notes:**

**Instructional Practices:**

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

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

**Additional Benchmarks Related to Career and Technical Education**

**(Principles of Public Service Program):**

04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

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

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

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

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

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## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HE.912.B.4.1</td>
<td>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</td>
</tr>
<tr>
<td>HE.912.B.4.2</td>
<td>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</td>
</tr>
<tr>
<td>HE.912.B.4.3</td>
<td>Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</td>
</tr>
<tr>
<td>HE.912.B.4.4</td>
<td>Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.</td>
</tr>
<tr>
<td>HE.912.B.5.4</td>
<td>Assess whether individual or collaborative decision making is needed to make a healthy decision.</td>
</tr>
<tr>
<td>HE.912.C.2.2</td>
<td>Compare how peers influence healthy and unhealthy behaviors.</td>
</tr>
<tr>
<td>HE.912.C.2.5</td>
<td>Evaluate the effect of media on personal and family health.</td>
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<td>SS.912.C.1.1</td>
<td>Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.</td>
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<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.</td>
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<td>SS.912.C.2.1</td>
<td>Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.</td>
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<td>SS.912.C.2.2</td>
<td>Evaluate the importance of political participation and civic participation.</td>
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<td>SS.912.C.2.5</td>
<td>Conduct a service project to further the public good.</td>
</tr>
<tr>
<td>SS.912.C.2.15</td>
<td>Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.</td>
</tr>
<tr>
<td>LAFS.1112.RST.2.4</td>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</td>
</tr>
<tr>
<td>LAFS.1112.RST.3.7</td>
<td>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</td>
</tr>
<tr>
<td>LAFS.910.L.3.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</td>
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Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

English language learners communicate for social and instructional purposes within the school setting.

Use available technology to assess, design and evaluate a personal fitness program.

LAFS.910.SL.1.1: 10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
   c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LAFS.910.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LAFS.910.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Participate in a variety of activities that promote the health-related components of fitness.

PE.912.L.3.2:
   Clarifications: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

PE.912.L.3.6: Identify risks and safety factors that may affect physical activity throughout life.

PE.912.L.4.1:
   Clarifications:
   Some examples of things to consider when designing a personal fitness program are timelines and current fitness level.

PE.912.L.4.4: Use available technology to assess, design and evaluate a personal fitness program.

PE.912.L.4.7: Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

MAFS.912.S-ID.1.2:
   Clarifications: In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

MAFS.912.S-ID.2.7:
   Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

ELD.K12.ELL.SI.1:
   English language learners communicate for social and instructional purposes within the school setting.

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General Course Information and Notes

GENERAL NOTES

The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (ROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

Special Notes:

Instructional Practices:

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

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

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
   04.01 Employ leadership skills to accomplish organizational goals and objectives.
   04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
   04.03 Conduct and participate in meetings to accomplish work tasks.
   04.04 Employ mentoring skills to inspire and teach others.
   04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
   04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
   04.07 Identify and document workplace performance goals and monitor progress toward those goals.
   04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
GENERAL INFORMATION

Course Number: 1803330

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

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

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Marine Corps Jr ROTC

Abbreviated Title: MC LEAD ED 4

Course Length: Year (Y)

Course Level: 2

Educator Certifications

| Junior Reserve Officer Training Corps (JROTC) (Career & Technical) |
| Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate) |
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</tr>
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<td>Using &quot;I&quot; messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</td>
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<td>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</td>
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<td>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</td>
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<td>MA.K12.MTR.1.1:</td>
<td>Mathematicians who participate in effortful learning both individually and with others:</td>
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<td>• Build understanding through modeling and using manipulatives.</td>
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<td>• Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
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<td>• Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
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<td>• Express connections between concepts and representations.</td>
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<td>• Choose a representation based on the given context or purpose.</td>
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<td><strong>Clarifications:</strong></td>
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<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
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<tr>
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<td>• Help students make connections between concepts and representations.</td>
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<td>• Provide opportunities for students to use manipulatives when investigating concepts.</td>
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<td>• Guide students from concrete to pictorial to abstract representations as understanding progresses.</td>
</tr>
<tr>
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<td>• Show students that various representations can have different purposes and can be useful in different situations.</td>
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</tbody>
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MA.K12.MTR.3.1:
- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**
Teachers who encourage students to complete tasks with mathematical fluency:
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

**End-of-Course Assessment. For more information on how this benchmark is evaluated, refer to the United States History.**

MA.K12.MTR.4.1:
- Engage in discussions that reflect on the mathematical thinking of self and others.

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

**Clarifications:**
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students’ ability to justify methods and compare their responses to the responses of their peers.

MA.K12.MTR.5.1:
- Use patterns and structure to help understand and connect mathematical concepts.

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

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

MA.K12.MTR.6.1:
- Assess the reasonableness of solutions.

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

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students’ ability to verify solutions through justifications.

MA.K12.MTR.7.1:
- Apply mathematics to real-world contexts.

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

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

SS.912.A.7.2:
- Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

**Clarifications:**
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated, refer to the United States History.
SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5: Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1: Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2: Evaluate the importance of political participation and civic participation.

SS.912.C.2.5: Conduct a service project to further the public good.

SS.912.C.2.15: Cite evidence to explain and justify reasoning.

ELA.K12.EE.1.1: Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1: Make inferences to support comprehension.

ELA.K12.EE.3.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1: Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.5.1: Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1: Participate in a variety of activities that promote the health-related components of fitness.

PE.912.L.3.2: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

PE.912.L.3.6: Identify risks and safety factors that may affect physical activity throughout life.

PE.912.L.4.1: Design a personal fitness program.

PE.912.L.4.4: Use available technology to assess, design and evaluate a personal fitness program.

PE.912.L.4.7: Evaluate how to make changes in an individual wellness plan as lifestyle changes occur.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

**GENERAL NOTES**
The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

Special Notes:
Instructional Practices:

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

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
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Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
04.01 Employ leadership skills to accomplish organizational goals and objectives.
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04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

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

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

GENERAL INFORMATION

Course Number: 1803330
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Marine Corps Jr ROTC
Abbreviated Title: MC LEAD ED 4
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: State Board Approved
Grade Level(s): 9,10,11,12
Course Length: Year (Y)
Course Level: 2

Educator Certifications
Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
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<tr>
<td>MA.K12.MTR.10.4:</td>
<td>- Show students that various representations can have different purposes and can be useful in different situations.</td>
</tr>
<tr>
<td>MA.K12.MTR.11.4:</td>
<td>Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
</tr>
<tr>
<td>MA.K12.MTR.12.4:</td>
<td>- Cultivate a community of growth mindset learners.</td>
</tr>
<tr>
<td>MA.K12.MTR.13.4:</td>
<td>- Foster perseverance in students by choosing tasks that are challenging.</td>
</tr>
<tr>
<td>MA.K12.MTR.14.4:</td>
<td>- Develop students' ability to analyze and solve problems.</td>
</tr>
<tr>
<td>MA.K12.MTR.15.4:</td>
<td>- Recognize students' effort when solving challenging problems.</td>
</tr>
<tr>
<td>MA.K12.MTR.16.4:</td>
<td>Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td>MA.K12.MTR.17.4:</td>
<td>- Demonstrate understanding by representing problems in multiple ways.</td>
</tr>
<tr>
<td>MA.K12.MTR.18.4:</td>
<td>- Mathematicians who demonstrate understanding by representing problems in multiple ways:</td>
</tr>
<tr>
<td>MA.K12.MTR.19.4:</td>
<td>- Build understanding through modeling and using manipulatives.</td>
</tr>
<tr>
<td>MA.K12.MTR.20.4:</td>
<td>- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.</td>
</tr>
<tr>
<td>MA.K12.MTR.21.4:</td>
<td>- Progress from modeling problems with objects and drawings to using algorithms and equations.</td>
</tr>
<tr>
<td>MA.K12.MTR.22.4:</td>
<td>- Express connections between concepts and representations.</td>
</tr>
<tr>
<td>MA.K12.MTR.23.4:</td>
<td>- Choose a representation based on the given context or purpose.</td>
</tr>
<tr>
<td>MA.K12.MTR.24.4:</td>
<td>Teachers who encourage students to compare how peers influence healthy and unhealthy behaviors:</td>
</tr>
<tr>
<td>MA.K12.MTR.25.4:</td>
<td>- Compare how peers influence healthy and unhealthy behaviors.</td>
</tr>
<tr>
<td>MA.K12.MTR.26.4:</td>
<td>- Explore the impact of peer influence on healthy and unhealthy behaviors.</td>
</tr>
<tr>
<td>MA.K12.MTR.27.4:</td>
<td>- Encourage students to reflect on their own influences and those of their peers.</td>
</tr>
<tr>
<td>MA.K12.MTR.28.4:</td>
<td>- Foster a culture of critical thinking and responsible behavior.</td>
</tr>
<tr>
<td>MA.K12.MTR.29.4:</td>
<td>Teachers who encourage students to consider the influence of peers on healthy and unhealthy behaviors:</td>
</tr>
<tr>
<td>MA.K12.MTR.30.4:</td>
<td>- Foster a community of understanding and respect for diverse perspectives.</td>
</tr>
<tr>
<td>MA.K12.MTR.31.4:</td>
<td>- Encourage students to make informed decisions based on evidence.</td>
</tr>
<tr>
<td>MA.K12.MTR.32.4:</td>
<td>- Promote a culture of healthy choices and responsible actions.</td>
</tr>
<tr>
<td>MA.K12.MTR.33.4:</td>
<td>Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:</td>
</tr>
<tr>
<td>MA.K12.MTR.34.4:</td>
<td>- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.</td>
</tr>
<tr>
<td>MA.K12.MTR.35.4:</td>
<td>- Create opportunities for students to discuss their thinking with peers.</td>
</tr>
<tr>
<td>MA.K12.MTR.36.4:</td>
<td>- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.</td>
</tr>
<tr>
<td>MA.K12.MTR.37.4:</td>
<td>- Develop students' ability to justify methods and compare their responses to the responses of their peers.</td>
</tr>
<tr>
<td>MA.K12.MTR.38.4:</td>
<td>Use patterns and structure to help understand and connect mathematical concepts.</td>
</tr>
<tr>
<td>MA.K12.MTR.39.4:</td>
<td>Mathematicians who use patterns and structure to help understand and connect mathematical concepts:</td>
</tr>
<tr>
<td>MA.K12.MTR.40.4:</td>
<td>- Focus on relevant details within a problem.</td>
</tr>
<tr>
<td>MA.K12.MTR.5.1:</td>
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<tr>
<td><strong>Clarifications:</strong></td>
<td></td>
</tr>
<tr>
<td>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</td>
<td></td>
</tr>
<tr>
<td>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</td>
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<tr>
<td>• Support students to develop generalizations based on the similarities found among problems.</td>
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<tr>
<td>• Provide opportunities for students to create plans and procedures to solve problems.</td>
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</tr>
<tr>
<td>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</td>
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<tr>
<td><strong>Create plans and procedures to logically order events, steps or ideas to solve problems.</strong></td>
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<tr>
<td><strong>Decompose a complex problem into manageable parts.</strong></td>
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<tr>
<td><strong>Relate previously learned concepts to new concepts.</strong></td>
<td></td>
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<tr>
<td><strong>Look for similarities among problems.</strong></td>
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<tr>
<td><strong>Connect solutions of problems to more complicated large-scale situations.</strong></td>
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<tr>
<th>MA.K12.MTR.6.1:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Teachers who encourage students to assess the reasonableness of solutions:</td>
</tr>
<tr>
<td>• Have students estimate or predict solutions prior to solving.</td>
</tr>
<tr>
<td>• Prompt students to continually ask, “Does this solution make sense? How do you know?”</td>
</tr>
<tr>
<td>• Reinforce that students check their work as they progress within and after a task.</td>
</tr>
<tr>
<td>• Strengthen students' ability to verify solutions through justifications.</td>
</tr>
<tr>
<td><strong>Assess the reasonableness of solutions.</strong></td>
</tr>
<tr>
<td><strong>Estimate to discover possible solutions.</strong></td>
</tr>
<tr>
<td><strong>Use benchmark quantities to determine if a solution makes sense.</strong></td>
</tr>
<tr>
<td><strong>Check calculations when solving problems.</strong></td>
</tr>
<tr>
<td><strong>Verify possible solutions by explaining the methods used.</strong></td>
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<tr>
<td><strong>Evaluate results based on the given context.</strong></td>
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<tr>
<th>MA.K12.MTR.7.1:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Teachers who encourage students to apply mathematics to real-world contexts:</td>
</tr>
<tr>
<td>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</td>
</tr>
<tr>
<td>• Challenge students to question the accuracy of their models and methods.</td>
</tr>
<tr>
<td>• Support students as they validate conclusions by comparing them to the given situation.</td>
</tr>
<tr>
<td>• Indicate how various concepts can be applied to other disciplines.</td>
</tr>
<tr>
<td><strong>Apply mathematics to real-world contexts.</strong></td>
</tr>
<tr>
<td><strong>Connect mathematical concepts to everyday experiences.</strong></td>
</tr>
<tr>
<td><strong>Use models and methods to understand, represent and solve problems.</strong></td>
</tr>
<tr>
<td><strong>Perform investigations to gather data or determine if a method is appropriate.</strong></td>
</tr>
<tr>
<td><strong>Redesign models and methods to improve accuracy or efficiency.</strong></td>
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<thead>
<tr>
<th>ELA.K12.EE.1.1:</th>
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</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</td>
</tr>
<tr>
<td>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</td>
</tr>
<tr>
<td>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
</tr>
<tr>
<td>6-8 Students continue with previous skills and use a style guide to create a proper citation.</td>
</tr>
<tr>
<td>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
<tr>
<td><strong>Cite evidence to explain and justify reasoning.</strong></td>
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<tr>
<th>ELA.K12.EE.2.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
<tr>
<td><strong>Read and comprehend grade-level complex texts proficiently.</strong></td>
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<tr>
<th>ELA.K12.EE.3.1:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
<tr>
<td><strong>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</strong></td>
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<tr>
<th>ELA.K12.EE.4.1:</th>
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<tbody>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations.</td>
</tr>
<tr>
<td>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
<tr>
<td><strong>Use the accepted rules governing a specific format to create quality work.</strong></td>
</tr>
</tbody>
</table>

| **Clarifications:** |
| ELA.K12.EE.5.1 | Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. |
| ELA.K12.EE.6.1 | Use appropriate voice and tone when speaking or writing. |
| PE.912.L.3.2 | Clarifications: The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition. |
| PE.912.L.3.6 | Identify risks and safety factors that may affect physical activity throughout life. |
| PE.912.L.4.1 | Design a personal fitness program. |
| PE.912.L.4.4 | Use available technology to assess, design and evaluate a personal fitness program. |
| PE.912.L.4.7 | Evaluate how to make changes in an individual wellness plan as lifestyle changes occur. |
| ELD.K12.ELL.SI.1 | English language learners communicate for social and instructional purposes within the school setting. |

### General Course Information and Notes

**GENERAL NOTES**

The purpose of this course is to enable students to develop a broad range of advanced skills and knowledge, with opportunities for total development in leadership. This course enables students to develop good citizenship, self-discipline, and respect for constituted authority through character-building activities. The Marine Corps Junior Reserve Officer Training Corps (JROTC) provides military instruction in a learning environment useful to students in a future military or civilian career.

**Special Notes:**

**Instructional Practices:**

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

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

**Additional Benchmarks Related to Career and Technical Education**

**Principles of Public Service Program:**

04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives

- 04.01 Employ leadership skills to accomplish organizational goals and objectives.
- 04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
- 04.03 Conduct and participate in meetings to accomplish work tasks.
- 04.04 Employ mentoring skills to inspire and teach others.
- 04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
- 04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
- 04.07 Identify and document workplace performance goals and monitor progress toward those goals.
- 04.08 Conduct technical research to gather information necessary for decision-making.

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

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

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

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf

**GENERAL INFORMATION**

Course Path: Section: Grades PreK to 12 Education
Course Number: 1803330
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Draft - Course Pending Approval
Grade Level(s): 9,10,11,12

Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Marine Corps Jr ROTC
Abbreviated Title: MC LEAD ED 4
Course Length: Year (Y)
Course Level: 2

Educator Certifications

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>SS.912.A.1.3:</td>
<td>Utilize timelines to identify the time sequence of historical data. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>SS.912.A.7.14:</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). <strong>Clarifications:</strong> Examples may include, but are not limited to, NAFTA, World Trade Organization. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>SS.912.C.2.3:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels. <strong>Clarifications:</strong> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>SS.912.C.2.5:</td>
<td>Conduct a service project to further the public good. <strong>Clarifications:</strong> Examples are school, community, state, national, international. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>SS.912.C.4.1:</td>
<td>Explain how the world's nations are governed differently. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>PE.912.C.2.7:</td>
<td>Evaluate the effectiveness of specific warm-up and cool-down activities. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>PE.912.C.2.8:</td>
<td>Differentiate between the three different types of heat illnesses associated with fluid loss. <strong>Clarifications:</strong> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>PE.912.C.2.9:</td>
<td>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <strong>Clarifications:</strong> Some examples of precautions are hydration and appropriate attire. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>PE.912.M.1.17:</td>
<td>Demonstrate basic cardiopulmonary resuscitation (CPR) procedures. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>PE.912.R.5.3:</td>
<td>Demonstrate sportsmanship during game situations. <strong>Clarifications:</strong> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>PE.912.R.5.5:</td>
<td>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>HE.912.B.6.1:</td>
<td>Evaluate personal health practices and overall health status to include all dimensions of health. <strong>Clarifications:</strong> Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder’s safety practices. <strong>Standard Relation to Course: Major</strong></td>
</tr>
<tr>
<td>HE.912.B.6.2:</td>
<td>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks. <strong>Clarifications:</strong> Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan. <strong>Standard Relation to Course: Major</strong></td>
</tr>
</tbody>
</table>
Propose strategies to reduce or prevent injuries and health problems.

Clarifications:
Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

Standard Relation to Course: Major

SC.912.E.5.5: Explain the formation of planetary systems based on our knowledge of our Solar System and apply this knowledge to newly discovered planetary systems.

SC.912.E.5.10: Describe and apply the coordinate system used to locate objects in the sky.

Standard Relation to Course: Major

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to introduce students to the principles of citizenship and leadership through an understanding of the United States Coast Guard history and operations.

GENERAL NOTES

This course is intended for students in grade 9 or 10 so that they will have the ability to complete all four courses in the program.

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

VERSION REQUIREMENTS

Students will be required to participate in physical fitness training, volunteer activities and wear the USCG uniform periodically as directed by the instructor.

QUALIFICATIONS

Teacher candidates must be approved by the United States Coast Guard.

GENERAL INFORMATION

Course Number: 1804300
Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Coast Guard JR ROTC >
Abbreviated Title: USCG Leadership Operations 1
Course Length: Year (Y)
Course Level: 2

Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9,10,11,12
Graduation Requirement: Electives

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
### Course Standards

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<tr>
<th>Name</th>
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| MA.K12.MTR.1.1 | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
- Recognize students’ effort when solving challenging problems. |
| MA.K12.MTR.2.1 | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1 | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| MA.K12.MTR.4.1 | Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students’ ability to justify methods and compare their responses to the responses of their peers. |

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
### MA.K12.MTR.5.1:
Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

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

### MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

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

### MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
- Teachers who encourage students to apply mathematics to real-world contexts:
  - Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
  - Challenge students to question the accuracy of their models and methods.
  - Support students as they validate conclusions by comparing them to the given situation.
  - Indicate how various concepts can be applied to other disciplines.

### SS.912.A.1.3:
Utilize timelines to identify the time sequence of historical data.

**Standard Relation to Course:** Major

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**Clarifications:**
- Examples may include, but are not limited to, NAFTA, World Trade Organization.

### SS.912.A.7.14:
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.

### SS.912.C.1.3:
Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

**Standard Relation to Course:** Major

### SS.912.C.1.5:
Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

**Standard Relation to Course:** Major

### SS.912.C.2.3:
Experience the responsibilities of citizens at the local, state, or federal levels.

**Clarifications:**
- Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.

**Standard Relation to Course:** Major

### SS.912.C.2.5:
Conduct a service project to further the public good.

**Clarifications:**
- Examples are school, community, state, national, international.

**Standard Relation to Course:** Major

### SS.912.C.4.1:
Explain how the world's nations are governed differently.

**Standard Relation to Course:** Major

### SS.912.C.4.1:
Cite evidence to explain and justify reasoning.

**Clarifications:**
<table>
<thead>
<tr>
<th>Standard</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PE.912.C.2.7:</strong> Evaluate the effectiveness of specific warm-up and cool-down activities.</td>
<td><strong>Standard Relation to Course:</strong> Major</td>
</tr>
<tr>
<td><strong>PE.912.C.2.8:</strong> Differentiate between the three different types of heat illnesses associated with fluid loss.</td>
<td><strong>Standard Relation to Course:</strong> Major</td>
</tr>
<tr>
<td><strong>PE.912.C.2.9:</strong> Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</td>
<td><strong>Standard Relation to Course:</strong> Major</td>
</tr>
<tr>
<td><strong>PE.912.M.1.17:</strong> Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.</td>
<td><strong>Standard Relation to Course:</strong> Major</td>
</tr>
<tr>
<td><strong>PE.912.R.5.3:</strong> Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</td>
<td><strong>Standard Relation to Course:</strong> Major</td>
</tr>
<tr>
<td><strong>HE.912.B.6.1:</strong> Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</td>
<td><strong>Standard Relation to Course:</strong> Major</td>
</tr>
<tr>
<td><strong>HE.912.B.6.2:</strong> Propose strategies to reduce or prevent injuries and health problems.</td>
<td><strong>Standard Relation to Course:</strong> Major</td>
</tr>
<tr>
<td><strong>HE.912.C.1.4:</strong> Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</td>
<td><strong>Standard Relation to Course:</strong> Major</td>
</tr>
</tbody>
</table>


**General Course Information and Notes**

**VERSION DESCRIPTION**

The purpose of this course is to introduce students to the principles of citizenship and leadership through an understanding of the United States Coast Guard history and operations.

**GENERAL NOTES**

This course is intended for students in grade 9 or 10 so that they will have the ability to complete all four courses in the program.

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

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

**VERSION REQUIREMENTS**

Students will be required to participate in physical fitness training, volunteer activities and wear the USCG uniform periodically as directed by the instructor.

**QUALIFICATIONS**

Teacher candidates must be approved by the United States Coast Guard.

**GENERAL INFORMATION**

<table>
<thead>
<tr>
<th><strong>Course Number:</strong> 1804300</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Path:</strong> Grades PreK to 12 Education Courses</td>
</tr>
<tr>
<td><strong>Abbreviated Title:</strong> USCG Leadership Operations 1</td>
</tr>
</tbody>
</table>

**Number of Credits:** One (1) credit | **Course Type:** Elective Course | **Course Status:** Course Approved | **Grade Level(s):** 9,10,11,12

**Educator Certifications**

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset while working to solve tasks.  
- Help and support each other when attempting a new method or approach.  

### Clarifications:  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems. |

| MA.K12.MTR.2.1: | Demonstrate understanding by representing problems in multiple ways. Mathematics who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives.  
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
- Progress from modeling problems with objects and drawings to using algorithms and equations.  
- Express connections between concepts and representations.  
- Choose a representation based on the given context or purpose.  

### Clarifications:  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
- Help students make connections between concepts and representations.  
- Provide opportunities for students to use manipulatives when investigating concepts.  
- Guide students from concrete to pictorial to abstract representations as understanding progresses.  
- Show students that various representations can have different purposes and can be useful in different situations. |

| MA.K12.MTR.3.1: | Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency:  
- Select efficient and appropriate methods for solving problems within the given context.  
- Maintain flexibility and accuracy while performing procedures and mental calculations.  
- Complete tasks accurately and with confidence.  
- Adapt procedures to apply them to a new context.  
- Use feedback to improve efficiency when performing calculations.  

### Clarifications:  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
- Offer multiple opportunities for students to practice efficient and generalizable methods.  
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |

| MA.K12.MTR.4.1: | Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
- Communicate mathematical ideas, vocabulary and methods effectively.  
- Analyze the mathematical thinking of others.  
- Compare the efficiency of a method to those expressed by others.  
- Recognize errors and suggest how to correctly solve the task.  
- Justify results by explaining methods and processes.  
- Construct possible arguments based on evidence.  

### Clarifications:  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
- Develop students' ability to justify methods and compare their responses to the responses of their peers. |

Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
Utilize timelines to identify the time sequence of historical data.

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

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

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

**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, “Does this solution make sense? How do you know?”
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

**Clarifications:**
Teachers who encourage students to apply mathematics to real-world contexts:
- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

**Clarifications:**
Examples may include, but are not limited to, NAFTA, World Trade Organization.

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

Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.

- Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States.
- Students will evaluate how the documents are connected to one another.
- Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution.
- Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason).

Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

- Students will explain how the structure and function of the U.S. government reflects these political principles.
- Students will differentiate between republicanism and democracy, and discuss how the United States reflects both.
- Students will describe compromises made during the Constitutional Convention (e.g., the Great Compromise, the Three-Fifths Compromise, the Electoral College).

Explain the responsibilities of citizens at the local, state and national levels.

- Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).
- Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).
- Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).
- Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.
Analyze the impact of civic engagement as a means of preserving or reforming institutions.
- Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).
- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).

Analyze how liberty and economic freedom generate broad-based opportunity and prosperity in the United States.
- Students will differentiate between government systems (e.g., autocracy, democracy, monarchy, oligarchy republic, theocracy).
- Students will differentiate between economic systems (e.g., capitalism, communism, mixed market, socialism).
- Students will analyze the disadvantages of authoritarian control over the economy (e.g., communism and socialism) in generating broad-based economic prosperity for their population.

Cite evidence to explain and justify reasoning.

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

Read and comprehend grade-level complex texts proficiently.

<table>
<thead>
<tr>
<th>Clarifications:</th>
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<tbody>
<tr>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
</tbody>
</table>

Make inferences to support comprehension.

<table>
<thead>
<tr>
<th>Clarifications:</th>
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</thead>
<tbody>
<tr>
<td>Students make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
</tbody>
</table>

Use appropriate voice and tone when speaking or writing.

<table>
<thead>
<tr>
<th>Clarifications:</th>
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</thead>
<tbody>
<tr>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>

Evaluate the effectiveness of specific warm-up and cool-down activities.

<table>
<thead>
<tr>
<th>Clarifications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some examples of precautions are hydration and appropriate attire.</td>
</tr>
</tbody>
</table>

Differentiate between the three different types of heat illnesses associated with fluid loss.

<table>
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<th>Clarifications:</th>
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<tbody>
<tr>
<td>The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.</td>
</tr>
</tbody>
</table>

Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

<table>
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<th>Clarifications:</th>
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<tr>
<td>Some examples of precautions are hydration and appropriate attire.</td>
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Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.

<table>
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<th>Clarifications:</th>
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<tbody>
<tr>
<td>Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</td>
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Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

<table>
<thead>
<tr>
<th>Clarifications:</th>
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<tr>
<td>Evaluate personal health practices and overall health status to include all dimensions of health.</td>
</tr>
</tbody>
</table>

Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.

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<thead>
<tr>
<th>Clarifications:</th>
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<tbody>
<tr>
<td>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder’s safety practices.</td>
</tr>
</tbody>
</table>

Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.
Propose strategies to reduce or prevent injuries and health problems.

**Clarifications:**
Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

**SC.912.E.5.5:** Explain the formation of planetary systems based on our knowledge of our Solar System and apply this knowledge to newly discovered planetary systems.

**SC.912.E.5.10:** Describe and apply the coordinate system used to locate objects in the sky.

**ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

**General Course Information and Notes**

**VERSION DESCRIPTION**

The purpose of this course is to introduce students to the principles of citizenship and leadership through an understanding of the United States Coast Guard history and operations.

**GENERAL NOTES**

This course is intended for students in grade 9 or 10 so that they will have the ability to complete all four courses in the program.

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

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

**VERSION REQUIREMENTS**

Students will be required to participate in physical fitness training, volunteer activities and wear the USCG uniform periodically as directed by the instructor.

**QUALIFICATIONS**

Teacher candidates must be approved by the United States Coast Guard.

**GENERAL INFORMATION**

- **Course Number:** 1804300
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** Draft - Course Pending Approval
- **Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Coast Guard JR ROTC
- **Abbreviated Title:** USCG Leadership Operations 1
- **Course Length:** Year (Y)
- **Course Level:** 2

**Educator Certifications**

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
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<tr>
<td>SS.912.A.3.13:</td>
<td>Examine key events and peoples in Florida history as they relate to United States history. <strong>Clarifications:</strong> Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Standard Relation to Course:</strong> Major</td>
</tr>
<tr>
<td>SS.912.A.7.14:</td>
<td>Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). <strong>Clarifications:</strong> Examples may include, but are not limited to, NAFTA, World Trade Organization. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 57-59. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Standard Relation to Course:</strong> Major</td>
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<td>SS.912.C.1.3:</td>
<td>Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. <strong>Standard Relation to Course:</strong> Major</td>
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<td>SS.912.C.1.5:</td>
<td>Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. <strong>Standard Relation to Course:</strong> Major</td>
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<td>SS.912.C.2.3:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels. <strong>Clarifications:</strong> Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election. <strong>Standard Relation to Course:</strong> Major</td>
</tr>
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<td>SS.912.C.2.5:</td>
<td>Conduct a service project to further the public good. <strong>Clarifications:</strong> Examples are school, community, state, national, international. <strong>Standard Relation to Course:</strong> Major</td>
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<tr>
<td>SS.912.C.4.1:</td>
<td>Explain how the world's nations are governed differently. <strong>Standard Relation to Course:</strong> Major</td>
</tr>
<tr>
<td>SS.912.S.5.11:</td>
<td>Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution. <strong>Clarifications:</strong> Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation. <strong>Standard Relation to Course:</strong> Major</td>
</tr>
<tr>
<td>PE.912.C.2.7:</td>
<td>Evaluate the effectiveness of specific warm-up and cool-down activities. <strong>Standard Relation to Course:</strong> Major</td>
</tr>
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<td>PE.912.C.2.8:</td>
<td>Differentiate between the three different types of heat illnesses associated with fluid loss. <strong>Clarifications:</strong> The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke. <strong>Standard Relation to Course:</strong> Major</td>
</tr>
<tr>
<td>PE.912.C.2.9:</td>
<td>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. <strong>Clarifications:</strong> Some examples of precautions are hydration and appropriate attire. <strong>Standard Relation to Course:</strong> Major</td>
</tr>
<tr>
<td>PE.912.M.1.17:</td>
<td>Demonstrate basic cardiopulmonary resuscitation (CPR) procedures. <strong>Standard Relation to Course:</strong> Major</td>
</tr>
<tr>
<td>PE.912.R.5.3:</td>
<td>Demonstrate sportsmanship during game situations. <strong>Clarifications:</strong> Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat. <strong>Standard Relation to Course:</strong> Major</td>
</tr>
</tbody>
</table>
Standard Relation to Course: Major

PE.912.R.5.5: Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

SC.912.E.7.2: Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.

SC.912.P.8.1: Differentiate among the four states of matter.

SC.912.P.10.12: Differentiate between chemical and nuclear reactions.

SC.912.P.10.13: Relate the configuration of static charges to the electric field, electric force, electric potential, and electric potential energy.


SC.912.P.10.15: Investigate and explain the relationships among current, voltage, resistance, and power.

HE.912.B.6.1: Evaluate personal health practices and overall health status to include all dimensions of health.

HE.912.B.6.2: Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.

HE.912.C.1.4: Propose strategies to reduce or prevent injuries and health problems.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The mission of this course is to continue to develop the principles of leadership and citizenship in students through an understanding of United States Coast Guard history and operations.

GENERAL NOTES

This course is intended for students in grades 9 and 10 that have successfully completed USCG Leadership and Operations 1.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

VERSION REQUIREMENTS

Student will be required to participate in physical fitness training, volunteer activities and wear the USCG uniform periodically as directed by the instructor.

QUALIFICATIONS

Teacher candidates must be approved by the United States Coast Guard.
### General Information

- **Course Number:** 1804310
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9, 10, 11, 12
- **Graduation Requirement:** Electives

- **Course Path:** Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Coast Guard JR ROTC
- **Abbreviated Title:** USCG Leadership Operations 2
- **Course Length:** Year (Y)
- **Course Level:** 2

### Educator Certifications

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
## United States Coast Guard Leadership and Operations 2 (#1804310) 2022 - 2023

### Course Standards

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| SS.912.A.3.13: | Examine key events and peoples in Florida history as they relate to United States history.  
**Clarifications:** Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaile Tucker, Hamilton Disston.  
This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications page 22. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. |
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| SS.912.C.1.3: | Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy. |
| SS.912.C.1.5: | Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism. |
| SS.912.C.2.3: | Experience the responsibilities of citizens at the local, state, or federal levels.  
**Clarifications:** Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election. |
| SS.912.C.2.5: | Conduct a service project to further the public good.  
**Clarifications:** Examples are school, community, state, national, international. |
| SS.912.C.4.1: | Explain how the world's nations are governed differently. |
| SS.912.S.5.11: | Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.  
**Clarifications:** Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation. |
| MA.K12.MTR.1.1: | Mathematicians who participate in effortful learning both individually and with others:  
- Analyze the problem in a way that makes sense given the task.  
- Ask questions that will help with solving the task.  
- Build perseverance by modifying methods as needed while solving a challenging task.  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.  
**Clarifications:** Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students' ability to analyze and problem solve.  
- Recognize students' effort when solving challenging problems.  
**Demonstrate understanding by representing problems in multiple ways:** Mathematicians who demonstrate understanding by representing problems in multiple ways:  
- Build understanding through modeling and using manipulatives. |
### MA.K12.MTR.2.1:

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

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:
- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

### MA.K12.MTR.3.1:

Complete tasks with mathematical fluency.

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

**Clarifications:**

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

### MA.K12.MTR.4.1:

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

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

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

### MA.K12.MTR.5.1:

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

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

**Clarifications:**

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

### MA.K12.MTR.6.1:

Assess the reasonableness of solutions.

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

**Clarifications:**

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

### MA.K12.MTR.7.1:

Apply mathematics to real-world contexts.

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

**Clariﬁcations:**
Teachers who encourage students to apply mathematics to real-world contexts:
• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
• Challenge students to question the accuracy of their models and methods.
• Support students as they validate conclusions by comparing them to the given situation.
• Indicate how various concepts can be applied to other disciplines.

**MA.K12.MTR.7.1:**
Cite evidence to explain and justify reasoning.

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

**ELA.K12.EE.2.2:**
Read and comprehend grade-level complex texts proﬁciently.

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

**ELA.K12.EE.3.1:**
Make inferences to support comprehension.

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

**ELA.K12.EE.4.1:**
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clariﬁcations:**
In kindergarten, students learn to listen to one another respectfully.
In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think ______ because ______." The collaborative conversations are becoming academic conversations.
In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**ELA.K12.EE.5.1:**
Use the accepted rules governing a speciﬁc format to create quality work.

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

**ELA.K12.EE.6.1:**
Use appropriate voice and tone when speaking or writing.

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

**PE.912.C.2.7:**
Evaluate the effectiveness of speciﬁc warm-up and cool-down activities.

**Standard Relation to Course:** Major

**PE.912.C.2.8:**
Differentiate between the three different types of heat illnesses associated with fluid loss.

**Clariﬁcations:**
The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.

**Standard Relation to Course:** Major

**PE.912.C.2.9:**
Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

**Clariﬁcations:**
Some examples of precautions are hydration and appropriate attire.

**Standard Relation to Course:** Major

**PE.912.M.1.17:**
Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.

**Standard Relation to Course:** Major

**PE.912.R.5.3:**
Demonstrate sportsmanship during game situations.

**Clariﬁcations:**
Some examples are controlling emotions, resolving conﬂicts, respecting opponents and ofﬁcials, and accepting both victory and defeat.

**Standard Relation to Course:** Major

**PE.912.R.5.5:**
Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

**Standard Relation to Course:** Major

**SC.912.E.7.2:**
Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.
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<td>Clarifications:</td>
<td>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</td>
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<td>Standard Relation to Course: Major</td>
<td>HE.912.B.6.2: Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</td>
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<td>Clarifications:</td>
<td>Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</td>
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<td>Standard Relation to Course: Major</td>
<td>HE.912.C.1.4: Propose strategies to reduce or prevent injuries and health problems.</td>
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<td>Clarifications:</td>
<td>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</td>
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General Course Information and Notes

VERSION DESCRIPTION

The mission of this course is to continue to develop the principles of leadership and citizenship in students through an understanding of United States Coast Guard history and operations.

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This course is intended for students in grades 9 and 10 that have successfully completed USCG Leadership and Operations 1.

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VERSION REQUIREMENTS

Student will be required to participate in physical fitness training, volunteer activities and wear the USCG uniform periodically as directed by the instructor.

QUALIFICATIONS

Teacher candidates must be approved by the United States Coast Guard.

GENERAL INFORMATION

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Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military
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MA.K12.MTR.1.1:  
- Stay engaged and maintain a positive mindset when working to solve tasks.  
- Help and support each other when attempting a new method or approach.

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
- Cultivate a community of growth mindset learners.  
- Foster perseverance in students by choosing tasks that are challenging.  
- Develop students’ ability to analyze and problem solve.  
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| Demonstrate understanding by representing problems in multiple ways.  
| Mathematicians who demonstrate understanding by representing problems in multiple ways:  
| - Build understanding through modeling and using manipulatives.  
| - Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
| - Progress from modeling problems with objects and drawings to using algorithms and equations.  
| - Express connections between concepts and representations.  
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| - Maintain flexibility and accuracy while performing procedures and mental calculations.  
| - Complete tasks accurately and with confidence.  
| - Adapt procedures to apply them to a new context.  
| - Use feedback to improve efficiency when performing calculations.  

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
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| Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
| - Communicate mathematical ideas, vocabulary and methods effectively.  
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| - Justify results by explaining methods and processes.  
| - Construct possible arguments based on evidence.  

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
- Create opportunities for students to discuss their thinking with peers.  
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
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| Use patterns and structure to help understand and connect mathematical concepts.  
| Mathematicians who use patterns and structure to help understand and connect mathematical concepts:  
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- Support students to develop generalizations based on the similarities found among problems.  
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- Estimate to discover possible solutions.  
- Use benchmark quantities to determine if a solution makes sense.  

| Assess the reasonableness of solutions.  
| Mathematicians who assess the reasonableness of solutions:  
| - Estimate to discover possible solutions.  
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- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

**Clariﬁcations:**
- Teachers who encourage students to assess the reasonableness of solutions:
  - Have students estimate or predict solutions prior to solving.
  - Prompt students to continually ask, “Does this solution make sense? How do you know?”
  - Reinforce that students check their work as they progress within and after a task.
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**Clariﬁcations:**
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<td>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</td>
</tr>
<tr>
<td>6-8 Students continue with previous skills and use a style guide to create a proper citation.</td>
</tr>
<tr>
<td>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.1.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and comprehend grade-level complex texts proficiently.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
<tr>
<td>See Text Complexity for grade-level complexity bands and a text complexity rubric.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.2.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make inferences to support comprehension.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
<tr>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.3.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
<tr>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the accepted rules governing a specific format to create quality work.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
<tr>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.5.1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use appropriate voice and tone when speaking or writing.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
<tr>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PE.912.C.2.7:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the effectiveness of specific warm-up and cool-down activities.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PE.912.C.2.8:</th>
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</thead>
<tbody>
<tr>
<td>Differentiate between the three different types of heat illnesses associated with fluid loss.</td>
</tr>
<tr>
<td><strong>Clariﬁcations:</strong></td>
</tr>
<tr>
<td>The three types of heat illnesses are heat cramps, heat exhaustion and heat stroke.</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>PE.912.C.2.9:</th>
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<tr>
<td>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</td>
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<tr>
<td><strong>Clariﬁcations:</strong></td>
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<tr>
<td>Some examples of precautions are hydration and appropriate attire.</td>
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<table>
<thead>
<tr>
<th>PE.912.M.1.17:</th>
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<tbody>
<tr>
<td>Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.</td>
</tr>
</tbody>
</table>
PE.912.R.5.3: Demonstrate sportsmanship during game situations.

Clarifications: Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.

PE.912.R.5.5: Analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.

SC.912.E.7.2: Differentiate among the four states of matter.

SC.912.P.10.12: Differentiate between chemical and nuclear reactions.

SC.912.P.10.13: Relate the configuration of static charges to the electric field, electric force, electric potential, and electric potential energy.

SC.912.P.10.14: Investigate and explain the relationships among current, voltage, resistance, and power.

SC.912.P.10.15: Differentiate among conductors, semiconductors, and insulators.

SC.912.E.7.2: An analyze the causes of the various kinds of surface and deep water motion within the oceans and their impacts on the transfer of energy between the poles and the equator.

SC.912.P.8.1: Differentiate between chemical and nuclear reactions.

SC.912.P.10.12: Differentiate between chemical and nuclear reactions.

SC.912.P.10.13: Relate the configuration of static charges to the electric field, electric force, electric potential, and electric potential energy.


SC.912.P.10.15: Investigate and explain the relationships among current, voltage, resistance, and power.

HE.912.B.6.1: Evaluate personal health practices and overall health status to include all dimensions of health.

Clarifications: Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder’s safety practices.

HE.912.B.6.2: Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.

Clarifications: Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.

HE.912.C.1.4: Propose strategies to reduce or prevent injuries and health problems.

Clarifications: Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

VERSION DESCRIPTION

The mission of this course is to continue to develop the principles of leadership and citizenship in students through an understanding of United States Coast Guard history and operations.

GENERAL NOTES

This course is intended for students in grades 9 and 10 that have successfully completed USCG Leadership and Operations 1.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

VERSION REQUIREMENTS

Student will be required to participate in physical fitness training, volunteer activities and wear the USCG uniform periodically as directed by the instructor.

QUALIFICATIONS

Teacher candidates must be approved by the United States Coast Guard.

GENERAL INFORMATION

Course Number: 1804310
<table>
<thead>
<tr>
<th>Educator Certifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Reserve Officer Training Corps (JROTC) (Career &amp; Technical)</td>
</tr>
<tr>
<td>Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)</td>
</tr>
</tbody>
</table>

**Educator Certifications**

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<th>Number of Credits: One (1) credit</th>
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<tbody>
<tr>
<td>Course Length: Year (Y)</td>
</tr>
<tr>
<td>Course Type: Elective Course</td>
</tr>
<tr>
<td>Course Status: Draft - Course Pending Approval</td>
</tr>
<tr>
<td>Grade Level(s): 9,10,11,12</td>
</tr>
</tbody>
</table>
## Course Standards

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Clarifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.912.A.4.6:</td>
<td>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.4.7:</td>
<td>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
<tr>
<td>SS.912.A.5.5:</td>
<td>Describe efforts by the United States and other world powers to avoid future wars.</td>
<td>Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.</td>
</tr>
<tr>
<td>SS.912.A.7.15:</td>
<td>Analyze the effects of foreign and domestic terrorism on the American people.</td>
<td>This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 34. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
</tr>
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<td>SS.912.C.2.3:</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
<td>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
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<tr>
<td>SS.912.C.2.5:</td>
<td>Conduct a service project to further the public good.</td>
<td>Examples are school, community, state, national, international.</td>
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<td>SS.912.P.12.5:</td>
<td>Describe obstacles to decision making.</td>
<td>Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</td>
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<td>SS.912.P.12.6:</td>
<td>Describe obstacles to making good judgments.</td>
<td>Examples may include, but are not limited to, framing and belief perseverance.</td>
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<td>SS.912.S.5.11:</td>
<td>Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.</td>
<td>Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation.</td>
</tr>
<tr>
<td>SS.912.W.2.15:</td>
<td>Determine the factors that contributed to the growth of a modern economy.</td>
<td>Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.</td>
</tr>
<tr>
<td>Standard Relation to Course: Major</td>
<td>PE.912.C.2.7: Evaluate the effectiveness of specific warm-up and cool-down activities.</td>
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<td>Clarifications:</td>
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<td>Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.</td>
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<td>PE.912.C.2.9:</td>
<td>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</td>
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<td>Standard Relation to Course: Major</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>SC.912.E.7.5:</td>
<td>Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.</td>
<td></td>
</tr>
<tr>
<td>Standard Relation to Course: Major</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>SC.912.E.7.6:</td>
<td>Relate the formation of severe weather to the various physical factors.</td>
<td></td>
</tr>
<tr>
<td>Standard Relation to Course: Major</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>SC.912.L.17.11:</td>
<td>Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.</td>
<td></td>
</tr>
<tr>
<td>Standard Relation to Course: Major</td>
<td>-------------------------------------------------------------------------------------</td>
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<tr>
<td>SC.912.P.10.13:</td>
<td>Relate the configuration of static charges to the electric field, electric force, electric potential, and electric potential energy.</td>
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<td>Standard Relation to Course: Major</td>
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<td>HE.912.B.6.1:</td>
<td>Evaluate personal health practices and overall health status to include all dimensions of health.</td>
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<td>Clarifications:</td>
<td>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices.</td>
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<td>Standard Relation to Course: Major</td>
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<tr>
<td>HE.912.B.6.2:</td>
<td>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</td>
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<td>Clarifications:</td>
<td>Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</td>
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<td>HE.912.C.1.4:</td>
<td>Propose strategies to reduce or prevent injuries and health problems.</td>
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<td>Clarifications:</td>
<td>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.</td>
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<tr>
<td>ELD.K12.ELL.SI.1:</td>
<td>English language learners communicate for social and instructional purposes within the school setting.</td>
<td></td>
</tr>
<tr>
<td>MAFS.912.C.3.10:</td>
<td>Find the velocity and acceleration of a particle moving in a straight line.</td>
<td></td>
</tr>
<tr>
<td>Clarifications:</td>
<td>Example: A bead on a wire moves so that, after t seconds, its distance s cm from the midpoint of the wire is given by ( s = 5\sin(t - \pi/4) ), find its maximum velocity and where along the wire this occurs.</td>
<td></td>
</tr>
<tr>
<td>Standard Relation to Course: Major</td>
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</tr>
</tbody>
</table>

**General Course Information and Notes**

**VERSION DESCRIPTION**

The purpose of this course is to deepen the students understanding and demonstration of leadership and citizenship characteristics through an understanding of United States Coast guard history and operations.

**GENERAL NOTES**

The course is intended for students in grades 11 or 12.

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

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

Students will be required to participate in physical fitness training, volunteer activities and wear the USCG uniform periodically as directed by the instructor.

QUALIFICATIONS

Teacher candidates must be approved by the United States Coast Guard.

GENERAL INFORMATION

Course Number: 1804320
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 9, 10, 11, 12
Graduation Requirement: Electives

Course Path: Section: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Coast Guard JR ROTC
Abbreviated Title: USCG Leadership Operations 3
Course Length: Year (Y)
Course Level: 2

Educator Certifications

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
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<tr>
<th>Name</th>
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<td>SS.912.A.4.6:</td>
<td>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information). <strong>Clarifications:</strong> This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Standard Relation to Course:</strong> Major</td>
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<tr>
<td>SS.912.A.7.15:</td>
<td>Analyze the effects of foreign and domestic terrorism on the American people. <strong>Clarifications:</strong> Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq. This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage. <strong>Standard Relation to Course:</strong> Major</td>
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<td>Determine the factors that contributed to the growth of a modern economy. <strong>Clarifications:</strong> Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class. <strong>Standard Relation to Course:</strong> Major</td>
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<tr>
<td><strong>MA.912.C.3.9:</strong> Find the velocity and acceleration of a particle moving in a straight line.</td>
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<tr>
<td><strong>Clarifications:</strong> Teachers who encourage students to participate actively in effortful learning both individually and with others:</td>
<td></td>
</tr>
<tr>
<td>* Cultivate a community of growth mindset learners.</td>
<td></td>
</tr>
<tr>
<td>* Foster perseverance in students by choosing tasks that are challenging.</td>
<td></td>
</tr>
<tr>
<td>* Develop students' ability to analyze and problem solve.</td>
<td></td>
</tr>
<tr>
<td>* Recognize students' effort when solving challenging problems.</td>
<td></td>
</tr>
</tbody>
</table>

| Mathematics who participate in effortful learning both individually and with others: |
| * Analyze the problem in a way that makes sense given the task. |
| * Ask questions that will help with solving the task. |
| * Build perseverance by modifying methods as needed while solving a challenging task. |
| * Stay engaged and maintain a positive mindset when working to solve tasks. |
| * Help and support each other when attempting a new method or approach. |

| Teachers who encourage students to participate actively in effortful learning both individually and with others: |
| * Communicate mathematical ideas, vocabulary and methods effectively. |
| * Analyze the mathematical thinking of others. |
| * Compare the efficiency of a method to those expressed by others. |
| * Recognize errors and suggest how to correctly solve the task. |
| * Justify results by explaining methods and processes. |
| * Construct possible arguments based on evidence. |

| Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: |
| * Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. |
| * Create opportunities for students to discuss their thinking with peers. |
| * Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. |
| * Develop students' ability to justify methods and compare their responses to the responses of their peers. |

| Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: |
| * Communicate mathematical ideas, vocabulary and methods effectively. |
| * Analyze the mathematical thinking of others. |
| * Compare the efficiency of a method to those expressed by others. |
| * Recognize errors and suggest how to correctly solve the task. |
| * Justify results by explaining methods and processes. |
| * Construct possible arguments based on evidence. |

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

| Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: |
| * Help students make connections between concepts and representations. |
| * Provide opportunities for students to use manipulatives when investigating concepts. |
| * Guide students from concrete to pictorial to abstract representations as understanding progresses. |
| * Show students that various representations can have different purposes and can be useful in different situations. |

| Teachers who encourage students to complete tasks with mathematical fluency: |
| * Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. |
| * Offer multiple opportunities for students to practice efficient and generalizable methods. |
| * Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |

| Teachers who encourage students to complete tasks with mathematical fluency: |
| * Select efficient and appropriate methods for solving problems within the given context. |
| * Maintain flexibility and accuracy while performing procedures and mental calculations. |
| * Complete tasks accurately and with confidence. |
| * Adapt procedures to apply them to a new context. |
| * Use feedback to improve efficiency when performing calculations. |

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

| Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: |
| * Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. |
| * Support students to develop generalizations based on the similarities found among problems. |
| * Provide opportunities for students to create plans and procedures to solve problems. |

| Mathematics who use patterns and structure to help understand and connect mathematical concepts: |
| * Focus on relevant details within a problem. |
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| * Connect solutions of problems to more complicated large-scale situations. |
• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

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General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to deepen the students' understanding and demonstration of leadership and citizenship characteristics through an understanding of United States Coast Guard history and operations.

GENERAL NOTES

The course is intended for students in grades 11 or 12.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

VERSION REQUIREMENTS

Students will be required to participate in physical fitness training, volunteer activities and wear the USCG uniform periodically as directed by the instructor.

QUALIFICATIONS
Teacher candidates must be approved by the United States Coast Guard.

**GENERAL INFORMATION**

- **Course Number:** 1804320
- **Course Path:** Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Coast Guard JR ROTC
- **Abbreviated Title:** USCG Leadership Operations 3
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** Course Approved
- **Grade Level(s):** 9,10,11,12
- **Graduation Requirement:** Electives

**Educator Certifications**

- Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
- Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
## Course Standards

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<td>Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information). &lt;br&gt;<strong>Clarifications:</strong> &lt;br&gt;This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>SS.912.A.4.7:</td>
<td>Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys). &lt;br&gt;<strong>Clarifications:</strong> &lt;br&gt;This benchmark is annually evaluated on the United States History End-of-Course Assessment. For more information on how this benchmark is evaluated view the United States History End-of-Course Assessment Test Item Specifications pages 29-31. Additional resources may be found on the FLDOE End-of-Course (EOC) Assessments webpage and the FLDOE Social Studies webpage.</td>
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<td>Describe efforts by the United States and other world powers to avoid future wars. &lt;br&gt;<strong>Clarifications:</strong> &lt;br&gt;Examples may include, but are not limited to, League of Nations, Washington Naval Conference, London Conference, Kellogg-Briand Pact, the Nobel Prize.</td>
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<td>SS.912.A.7.15:</td>
<td>Analyze the effects of foreign and domestic terrorism on the American people. &lt;br&gt;<strong>Clarifications:</strong> &lt;br&gt;Examples may include, but are not limited to, Oklahoma City bombing, attack of September 11, 2001, Patriot Act, wars in Afghanistan and Iraq.</td>
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<td>SS.912.CG.2.3:</td>
<td>Explain the responsibilities of citizens at the local, state and national levels. &lt;br&gt;<strong>Examples:</strong> &lt;br&gt;- Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws).&lt;br&gt;- Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot).&lt;br&gt;- Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information).&lt;br&gt;- Students will participate in classroom activities that simulate exercising the responsibilities of citizenship.</td>
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<td>Analyze the impact of civic engagement as a means of preserving or reforming institutions. &lt;br&gt;<strong>Examples:</strong> &lt;br&gt;- Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices).&lt;br&gt;- Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement).</td>
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<td>Describe obstacles to decision making. &lt;br&gt;<strong>Clarifications:</strong> &lt;br&gt;Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</td>
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<td>Describe obstacles to making good judgments. &lt;br&gt;<strong>Clarifications:</strong> &lt;br&gt;Examples may include, but are not limited to, framing and belief perseverance.</td>
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<td>SS.912.S.5.11:</td>
<td>Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution. &lt;br&gt;<strong>Clarifications:</strong> &lt;br&gt;Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation.</td>
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<td>SS.912.W.2.15:</td>
<td>Determine the factors that contributed to the growth of a modern economy. &lt;br&gt;<strong>Clarifications:</strong> &lt;br&gt;Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.</td>
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<td>MA.912.C.3.9:</td>
<td>Find the velocity and acceleration of a particle moving in a straight line. &lt;br&gt;Mathematicians who participate in effortful learning both individually and with others: &lt;br&gt;- Analyze the problem in a way that makes sense given the task. &lt;br&gt;- Ask questions that will help with solving the task.</td>
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Build perseverance by modifying methods as needed while solving a challenging task.
Stay engaged and maintain a positive mindset while working to solve tasks.
Help and support each other when attempting a new method or approach.

Mathematicians who encourage students to participate actively in effortful learning both individually and with others:
- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

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

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

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

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:
- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
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Mathematicians who assess the reasonableness of solutions:
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**Clarifications:**
Teachers who encourage students to assess the reasonableness of solutions:
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<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.6.1:</th>
</tr>
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<tbody>
<tr>
<td>Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
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<tr>
<td>Some examples of precautions are hydration and appropriate attire.</td>
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<thead>
<tr>
<th>PE.912.R.5.3:</th>
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<tr>
<td>Demonstrate sportsmanship during game situations.</td>
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<tr>
<th>ELA.K12.EE.3.1:</th>
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<tbody>
<tr>
<td>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA.K12.EE.4.1:</th>
</tr>
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<tbody>
<tr>
<td>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think ______ because ______.” The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</td>
</tr>
</tbody>
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<tr>
<th>ELA.K12.EE.5.1:</th>
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<tr>
<td>Use the accepted rules governing a specific format to create quality work.</td>
</tr>
<tr>
<td><strong>Clarifications:</strong></td>
</tr>
<tr>
<td>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</td>
</tr>
</tbody>
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<tr>
<th>ELA.K12.EE.6.1:</th>
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<td>Use appropriate voice and tone when speaking or writing.</td>
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<td><strong>Clarifications:</strong></td>
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<td>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</td>
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Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat. PE.912.R.5.5: Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.
SC.912.E.7.5: Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.
SC.912.E.7.6: Relate the formation of severe weather to the various physical factors.
SC.912.L.17.11: Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.
SC.912.P.10.13: Relate the configuration of static charges to the electric field, electric force, electric potential, and electric potential energy.

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<tbody>
<tr>
<td>PE.912.R.5.5</td>
<td>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</td>
</tr>
<tr>
<td>SC.912.E.7.5</td>
<td>Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.</td>
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<tr>
<td>SC.912.E.7.6</td>
<td>Relate the formation of severe weather to the various physical factors.</td>
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<tr>
<td>SC.912.L.17.11</td>
<td>Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.</td>
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<td>Relate the configuration of static charges to the electric field, electric force, electric potential, and electric potential energy.</td>
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**General Course Information and Notes**

**Version Description**

The purpose of this course is to deepen the students understanding and demonstration of leadership and citizenship characteristics through an understanding of United States Coast Guard history and operations.

**General Notes**

The course is intended for students in grades 11 or 12.

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

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

**Version Requirements**

Students will be required to participate in physical fitness training, volunteer activities and wear the USCG uniform periodically as directed by the instructor.

**Qualifications**

Teacher candidates must be approved by the United States Coast Guard.

**General Information**

- **Course Number:** 1804320
- **Number of Credits:** One (1) credit
- **Course Type:** Elective Course
- **Course Status:** Draft - Course Pending Approval
- **Grade Levels:** 9,10,11,12
Educator Certifications

<table>
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<tr>
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<tr>
<td>Junior Reserve Officer Training Corps (JROTC) (Career &amp; Technical)</td>
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<th>Description</th>
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<th>Standard Relation to Course: Major</th>
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<tbody>
<tr>
<td>PE.912.C.2.1</td>
<td>Identify and describe the critical elements of a basic water rescue.</td>
<td></td>
<td>Major</td>
</tr>
<tr>
<td>PE.912.C.2.7</td>
<td>Evaluate the effectiveness of specific warm-up and cool-down activities.</td>
<td></td>
<td>Major</td>
</tr>
<tr>
<td>PE.912.C.2.9</td>
<td>Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.</td>
<td>Some examples of precautions are hydration and appropriate attire.</td>
<td>Major</td>
</tr>
<tr>
<td>PE.912.M.1.4</td>
<td>Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings.</td>
<td>Some examples of aquatic settings are a pool, a lake and open water.</td>
<td>Major</td>
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<tr>
<td>PE.912.M.1.17</td>
<td>Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.</td>
<td></td>
<td>Major</td>
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<td>PE.912.R.5.3</td>
<td>Demonstrate sportsmanship during game situations.</td>
<td></td>
<td>Major</td>
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<td>PE.912.R.5.5</td>
<td>Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.</td>
<td></td>
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<td>SS.912.C.2.3</td>
<td>Experience the responsibilities of citizens at the local, state, or federal levels.</td>
<td>Examples are registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election.</td>
<td>Major</td>
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<td>SS.912.C.2.5</td>
<td>Conduct a service project to further the public good.</td>
<td>Examples are school, community, state, national, international.</td>
<td>Major</td>
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<tr>
<td>SS.912.P.12.5</td>
<td>Describe obstacles to decision making.</td>
<td>Examples may include, but are not limited to, confirmation bias, counterproductive heuristics, and overconfidence.</td>
<td>Major</td>
</tr>
<tr>
<td>SS.912.P.12.6</td>
<td>Describe obstacles to making good judgments.</td>
<td>Examples may include, but are not limited to, framing and belief perseverance.</td>
<td>Major</td>
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<tr>
<td>SS.912.S.5.11</td>
<td>Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.</td>
<td>Examples may include, but are not limited to, persuasion, compromise, debate, and negotiation.</td>
<td>Major</td>
</tr>
<tr>
<td>SS.912.W.2.15</td>
<td>Determine the factors that contributed to the growth of a modern economy.</td>
<td>Examples are growth of banking, technological and agricultural improvements, commerce, towns, guilds, rise of a merchant class.</td>
<td>Major</td>
</tr>
<tr>
<td>HE.912.B.6.1</td>
<td>Evaluate personal health practices and overall health status to include all dimensions of health.</td>
<td>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder’s safety practices.</td>
<td></td>
</tr>
<tr>
<td>HE.912.B.6.2</td>
<td>Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.</td>
<td>Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.</td>
<td></td>
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<tr>
<td></td>
<td>Propose strategies to reduce or prevent injuries and health problems.</td>
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General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to deepen the students demonstration and understanding of leadership and citizenship through an understanding of United States Coast Guard operations.

GENERAL NOTES

The course is intended for students in grade 12.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

VERSION REQUIREMENTS

Students will be required to participate in physical fitness training, volunteer activities, and wear the USCG uniform periodically as directed by the instructor.

QUALIFICATIONS

Teacher candidates must be approved by the United States Coast Guard.

GENERAL INFORMATION

Course Number: 1804330

Course Path: Grades PreK to 12 Education Courses > Grade Group: Grades 9 to 12 and Adult Education Courses > Subject: JROTC and Military Training > SubSubject: Coast Guard JR ROTC > Abbreviated Title: USCG Leadership and Operations 4

Number of Credits: One (1) credit

Course Type: Elective Course

Course Status: Course Approved

Grade Level(s): 11,12

Graduation Requirement: Electives

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
## Course Standards

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| MA.K12.MTR.1.1 | Mathematicians who participate in effortful learning both individually and with others:  
* Analyze the problem in a way that makes sense given the task.  
* Ask questions that will help with solving the task.  
* Build perseverance by modifying methods as needed while solving a challenging task.  
* Stay engaged and maintain a positive mindset when working to solve tasks.  
* Help and support each other when attempting a new method or approach.  

**Clarifications:**  
Teachers who encourage students to participate actively in effortful learning both individually and with others:  
* Cultivate a community of growth mindset learners.  
* Foster perseverance in students by choosing tasks that are challenging.  
* Develop students' ability to analyze and problem solve.  
* Recognize students' effort when solving challenging problems. |
| MA.K12.MTR.2.1 | Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:  
* Build understanding through modeling and using manipulatives.  
* Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.  
* Progress from modeling problems with objects and drawings to using algorithms and equations.  
* Express connections between concepts and representations.  
* Choose a representation based on the given context or purpose.  

**Clarifications:**  
Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:  
* Help students make connections between concepts and representations.  
* Provide opportunities for students to use manipulatives when investigating concepts.  
* Guide students from concrete to pictorial to abstract representations as understanding progresses.  
* Show students that various representations can have different purposes and can be useful in different situations. |
| MA.K12.MTR.3.1 | Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:  
* Select efficient and appropriate methods for solving problems within the given context.  
* Maintain flexibility and accuracy while performing procedures and mental calculations.  
* Complete tasks accurately and with confidence.  
* Adapt procedures to apply them to a new context.  
* Use feedback to improve efficiency when performing calculations.  

**Clarifications:**  
Teachers who encourage students to complete tasks with mathematical fluency:  
* Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.  
* Offer multiple opportunities for students to practice efficient and generalizable methods.  
* Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. |
| MA.K12.MTR.4.1 | Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:  
* Communicate mathematical ideas, vocabulary and methods effectively.  
* Analyze the mathematical thinking of others.  
* Compare the efficiency of a method to those expressed by others.  
* Recognize errors and suggest how to correctly solve the task.  
* Justify results by explaining methods and processes.  
* Construct possible arguments based on evidence.  

**Clarifications:**  
Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:  
* Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.  
* Create opportunities for students to discuss their thinking with peers.  
* Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.  
* Develop students' ability to justify methods and compare their responses to the responses of their peers. |
| Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts: |
MA.K12.MTR.5.1:
Focus on relevant details within a problem.
Create plans and procedures to logically order events, steps or ideas to solve problems.
Decompose a complex problem into manageable parts.
Relate previously learned concepts to new concepts.
Look for similarities among problems.
Connect solutions of problems to more complicated large-scale situations.

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

MA.K12.MTR.6.1:
Assess the reasonableness of solutions.
Mathematicians who assess the reasonableness of solutions:
- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

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

MA.K12.MTR.7.1:
Apply mathematics to real-world contexts.
Mathematicians who apply mathematics to real-world contexts:
- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate.
- Redesign models and methods to improve accuracy or efficiency.

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

PE.912.C.2.1:
Identify and describe the critical elements of a basic water rescue.

Standard Relation to Course: Major

PE.912.C.2.7:
Evaluate the effectiveness of specific warm-up and cool-down activities.

Standard Relation to Course: Major

PE.912.C.2.9:
Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

Clarifications:
Some examples of precautions are hydration and appropriate attire.

Standard Relation to Course: Major

PE.912.M.1.4:
Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings.

Clarifications:
Some examples of aquatic settings are a pool, a lake and open water.

Standard Relation to Course: Major

PE.912.M.1.17:
Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.

Standard Relation to Course: Major

DE.912.R.5.5:
Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

Standard Relation to Course: Major

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

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.
Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.

**SC.912.E.7.8:**

**HE.912.B.6.1:**

- Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder’s safety practices.

**HE.912.B.6.2:**

- Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.

**HE.912.C.1.4:**

- Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.

**SC.912.E.7.8:**

- Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.
General Course Information and Notes

VERSION DESCRIPTION

The purpose of this course is to deepen the students demonstration and understanding of leadership and citizenship through an understanding of United States Coast Guard operations.

GENERAL NOTES

The course is intended for students in grade 12.

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QUALIFICATIONS

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GENERAL INFORMATION

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Abbreviated Title: USCG Leadership and Operations
Number of Credits: One (1) credit
Course Type: Elective Course
Course Status: Course Approved
Grade Level(s): 11,12
Course Length: Year (Y)
Course Level: 2

Educator Certifications

Junior Reserve Officer Training Corps (JROTC) (Career & Technical)
Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate)
### United States Coast Guard Leadership and
Operations 4 (#1804330) 2023 - And Beyond

#### Course Standards

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• Indicate how various concepts can be applied to other disciplines.

Identify and describe the critical elements of a basic water rescue.

Evaluate the effectiveness of specific warm-up and cool-down activities.

Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

Perform refinement of one or more swim strokes to enhance efficiency, power and cardiorespiratory endurance in a variety of aquatics settings.

Some examples of precautions are hydration and appropriate attire.

Some examples of aquatic settings are a pool, a lake and open water.

Demonstrate basic cardiopulmonary resuscitation (CPR) procedures.

Demonstrate sportsmanship during game situations.

Some examples are controlling emotions, resolving conflicts, respecting opponents and officials, and accepting both victory and defeat.

Demonstrate appropriate etiquette, care of equipment, respect for facilities and safe behaviors while participating in a variety of physical activities.

Cite evidence to explain and justify reasoning.

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

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

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

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

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

Read and comprehend grade-level complex texts proficiently.

Clarifications:
See Text Complexity for grade-level complexity bands and a text complexity rubric.
Explain how various atmospheric, oceanic, and hydrologic conditions in English language learners communicate for social and instructional purposes within the school setting.

Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.

Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.

English language learners communicate for social and instructional purposes within the school setting.
VERSION DESCRIPTION

The purpose of this course is to deepen the students demonstration and understanding of leadership and citizenship through an understanding of United States Coast Guard operations.

GENERAL NOTES

The course is intended for students in grade 12.

English Language Development (ELD) Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: https://cpalmsmediaprod.blob.core.windows.net/uploads/docs/standards/eld/si.pdf.

VERSION REQUIREMENTS

Students will be required to participate in physical fitness training, volunteer activities, and wear the USCG uniform periodically as directed by the instructor.

QUALIFICATIONS

Teacher candidates must be approved by the United States Coast Guard.

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Course Number: 1804330</th>
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<tr>
<td>Number of Credits: One (1) credit</td>
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<tr>
<td>Course Type: Elective Course</td>
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<td>Course Status: Draft - Course Pending Approval</td>
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<tr>
<td>Abbreviated Title: USCG Leadership and Operations 4</td>
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<tr>
<td>Course Length: Year (Y)</td>
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Educator Certifications

| Junior Reserve Officer Training Corps (JROTC) (Career & Technical) |
| Junior Reserve Officer Training Corps (JROTC) (District-issued Employment Certificate) |